

“They will be a need for some expansion in the programs offered to entice students in the technical fields to attend.”

“Because the school has a good academic program that offers much classroom discussion and hand on opportunities.”

“Some of the course offerings are limited and many times the reading is limited to text books instead of important objectively written literature.”

“I would indeed recommend STU to a high school student for the quality of academics that they offer here.”

“I feel that the school focuses on basic learning and may not provide future students with specific skills and knowledge.”

“I would recommend STU to a student that may or may not know exactly what they are looking to pursue a career in because STU programs can help you figure out what interests you the most.”

“There is a limited variety of majors but if STU offers what one is looking for, then it is a good place to be however, it would be amenable to have more choices or specializations within majors.”

## EMPLOYER SATISFACTION

Higher education institutions have been active participants in the move toward performance measurement, increased accountability, and market responsiveness. STU graduates and their employers are invited to take a survey about how well they were prepared by our programs. One of our ultimate goals is to provide a learning environment and support system that encourages students to achieve their educational goals of graduating and being hired in a position for which they were trained. We therefore will survey employers 30-60 days after a graduate placement to determine whether our graduates are meeting employer expectations. The online surveys usually send to employers by email in fall. The feedback we receive is critical for program assessment and is also a major agenda item at our advisory committee meetings.

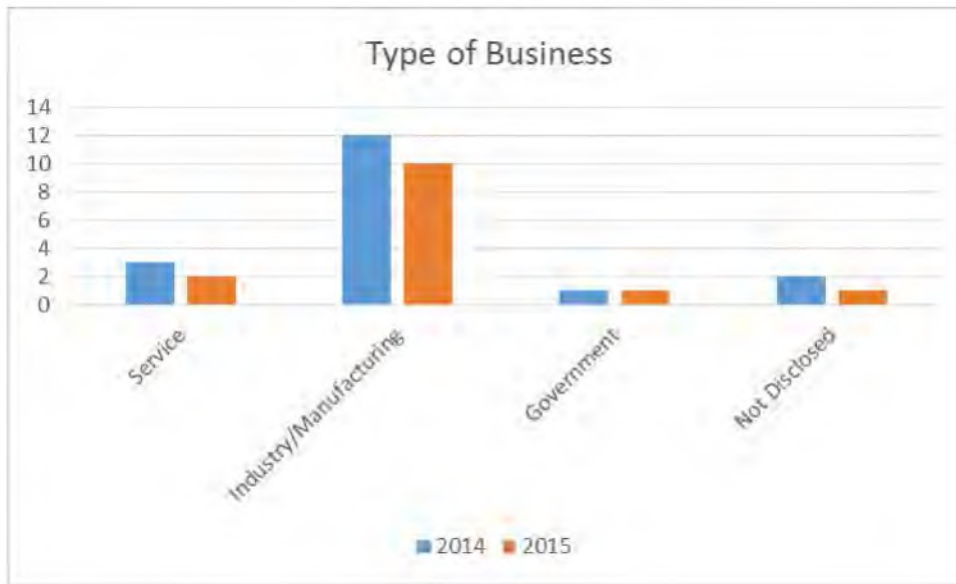
We will use a simple survey form (see Appendix H) which focuses on three major topics: technical work skills, people skills and attitude to encourage employer participation. These areas measured incorporate the most important skills needed for employment. In order to get employer participation, the survey had to be designed so as to carefully protect employee privacy and is completed online, so no personally identifiable data is requested. The survey seeks employer evaluation of STU students/graduates as a whole. This survey provides an opportunity for the employer to express what type of training is needed for employment in their business/industry as well as how much they are satisfied with the STU students/graduates they hired. If a response has not been received in two weeks, a follow-up phone call is made to the employers, urging them to complete the questionnaire as a means of improving the employment preparation of future graduates they may hire. If necessary, a second follow-up phone call is made two weeks later.

Using a four-point scale, where 1 = Does not Meet Expectation and 4 = Exceeds Expectation, the base-line rate and goal is to achieve an overall average score of at least 3 ("Somewhat Satisfied"). Any area achieving a score of less than 3 requires further analysis and corrective steps by the appropriate department, if deemed appropriate. A free-response question, "What recommendations do you have to improve the quality of our graduates for employment at your firm?" will be included.

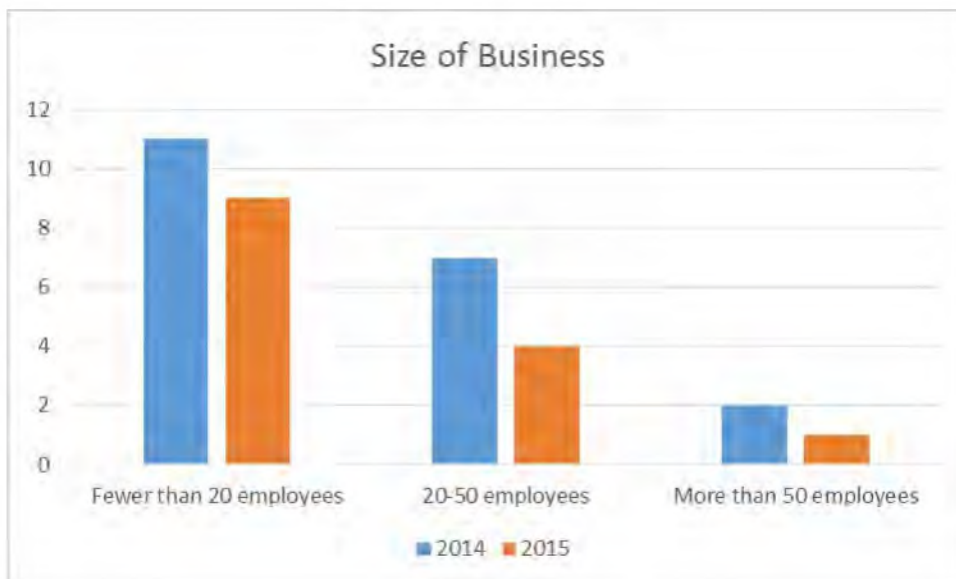
25 survey forms were sent out in October 2014 and 18 responses received (72%) and 19 survey forms were sent in October 2015 and 14 responses received (74%). The baseline number used to measure 2015 employer's satisfaction is 3.1 which is based on the employer's satisfaction result from the 2014 survey.

**Table 9. EMPLOYER SATISFACTION  
10/2014 and 10/2015**

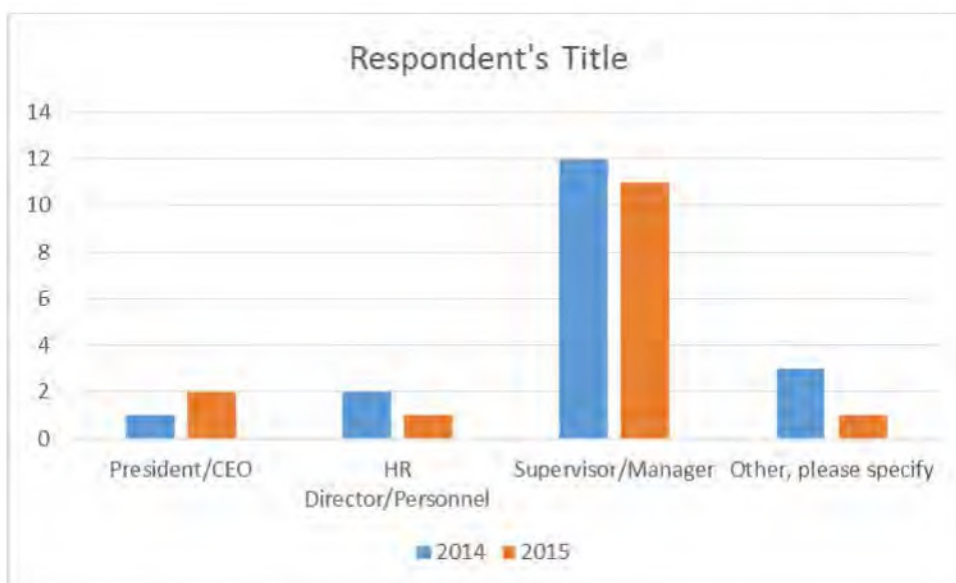
<b>Type of Business</b>	<b>2014</b>	<b>2015</b>
Service	3	2
Industry/Manufacturing	12	10
Government	1	2
Not Disclosed	2	1
<b>Total</b>	<b>18</b>	<b>15</b>



<b>Size of Business</b>	<b>2014</b>	<b>2015</b>
Fewer than 20 employees	11	9
20-50 employees	7	4
More than 50 employees	2	1
<b>Total</b>	<b>18</b>	<b>14</b>



Respondent's Title	2014	2015
President/CEO	1	2
HR Director/Personnel	2	1
Supervisor/Manager	12	11
Other, please specify	3	1
Total	18	15



### Employers' Expectation:

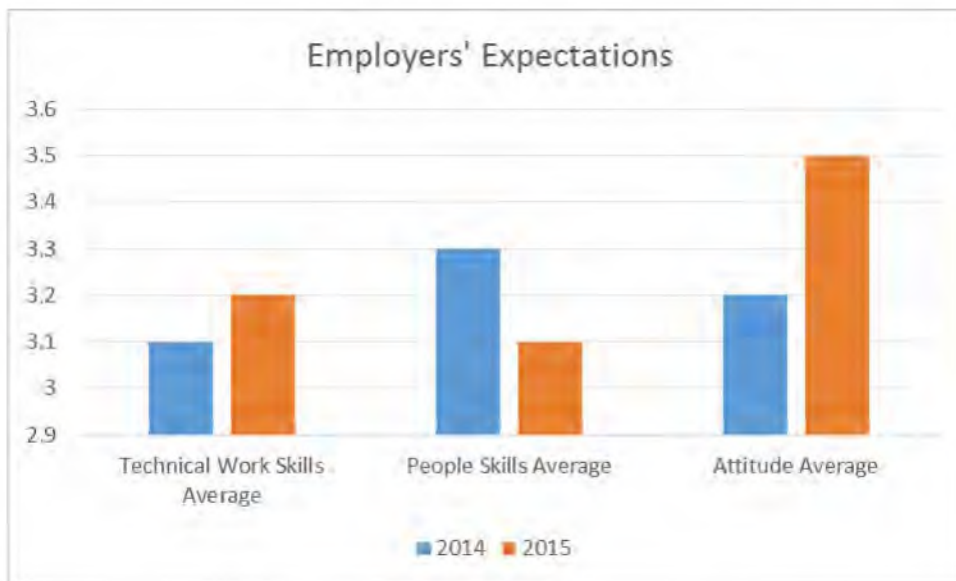
Technical Work Skills	2014	2015
Occupational knowledge related to job	3.4	3.2
Application of occupational knowledge related to job	3.4	3.4
Use/operations of equipment, tools, and materials	3.0	2.8
Problem solving skills	2.9	3.1
Reading and writing skills	3.1	3.5



Completes work in accordance with quality standards	3.1	3.3
Organizational skills (prioritizing, planning, goal setting, etc.)	3.0	2.7
Computer skills	3.3	3.4
Math skills	3.1	3.6
Average	3.1	3.2

People Skills	2014	2015
Listening and speaking skills	3.3	3.1
Interpersonal skills (one-on-one)	3.4	3.2
Work effectively in a team or group	3.3	2.9
Average	3.3	3.1

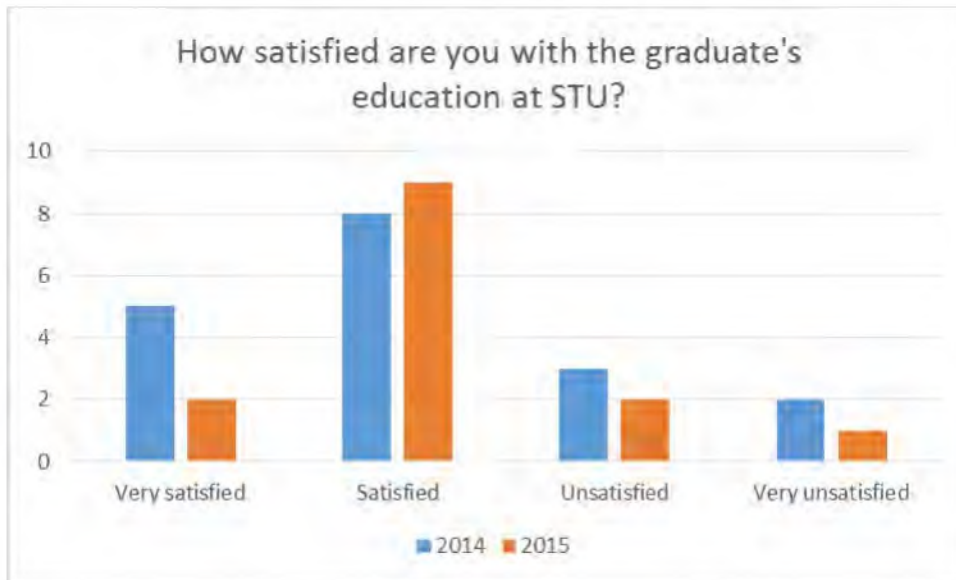
Attitude	2014	2015
Customer focused	2.9	3.4
Seeks to continuously improve performance	3.0	3.3
Demonstrates good work ethic (initiative, judgment, dependability, reliability)	3.6	3.5
Accepts advice, supervision and constructive criticism	3.3	3.6
Average	3.2	3.5



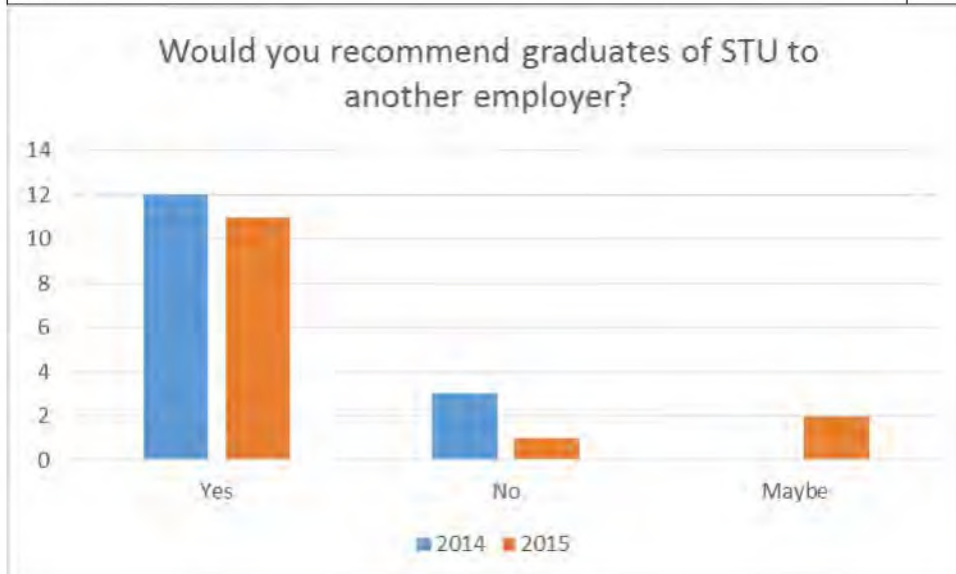
The results show that employers' satisfaction average scores of all three areas are equal or above the baseline number of 3.1, so no further action is warranted regarding overall employers student satisfaction.

**Additional Information:**

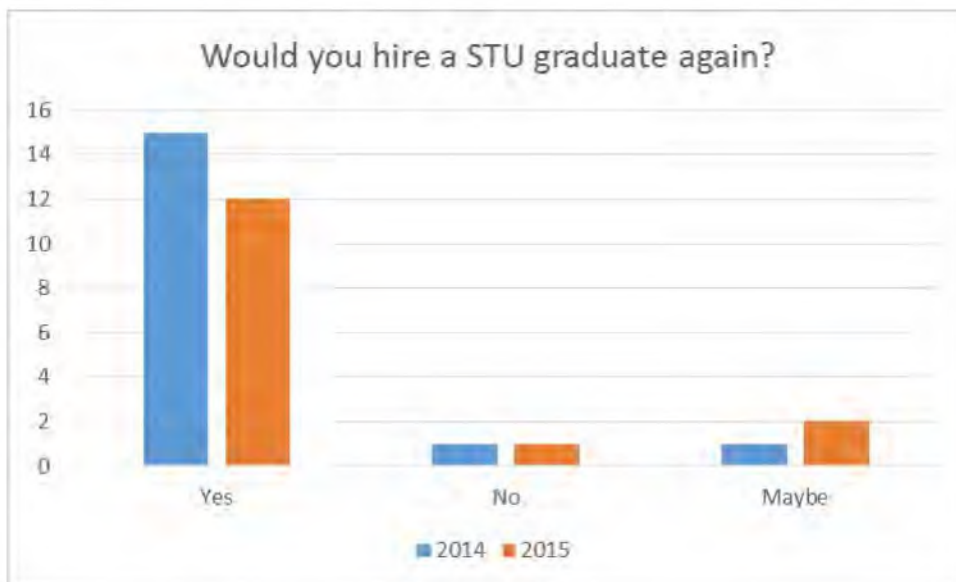
How satisfied are you with the graduate's education at STU?	2014	2015
Very satisfied	5	2
Satisfied	8	9
Unsatisfied	3	2
Very unsatisfied	2	1
Total	18	14



Would you recommend graduates of STU to another employer?	2014	2015
Yes	12	11
No	3	1
Maybe	0	2
Total	15	14



Would you hire a STU graduate again?	2014	2015
Yes	15	12
No	1	1
Maybe	1	2
Total	17	15



### Employer Satisfaction Action Plan

The evaluation tool to measure employer satisfaction is the Employee Survey. Employers of graduates who were hired for a period of at least 3 months are surveyed to serve as feedback mechanism for the school to monitor and improve its programs of study. Follow-up surveys are also sent to the same employers on an annual basis.

The evaluation factors used in the survey are:

1. Quality of Work / Work Standards
2. Level of Work Motivation
3. Knowledge and Skills
4. Work Attitude/ Physical Appearance
5. Interpersonal Relations
6. Team Orientation
7. Leadership Potential
8. Potential for Job Promotion

The surveys are administered, tabulated, and analyzed by the student services and Registrar's Office and reported to the President's Office.

During the downfall of national economy, STU has been experiencing increasing difficulty in getting employers to respond to the employer satisfaction survey. Many organizations have adopted policies that restrict the type of information they are willing to divulge. Yet, valid data from a representative sample of employers is needed for effective program development and also for accreditation application. Recognizing the preceding situation, the University administration adopted the following process for gathering employer satisfaction data, beginning with 2014 graduation class.

- a. Just prior to e-mailing the employer instructions for accessing the online questionnaire, the Director of Student Affairs will telephone the placed graduate and request that the graduate personally e-mail his or her immediate supervisor and give written permission to complete the survey and urge him or her to do so.
- b. If the questionnaire has not been completed in two weeks, the Director of Student Affairs will personally call the employer, remind her or him of the employee's written permission, and attempt to secure responses from the six questions over the phone. The employer will also be asked if he or she has any additional comments or recommendations to make.
- c. To ensure the integrity of the process and to provide documentation, the call will be recorded. The employer will be told that the call is being recorded but that neither his or her name nor the organization's name will be communicated during the interview.

The Director of Student Affairs will report on the success of this new process at the fall meeting of the CECOM, and revisions will be made if necessary. STU continuously assesses its school data in order to evaluate level of employer satisfaction to improve campus effectiveness.

## **STUDENT LEARNING OUTCOMES**

Students who know what is expected of them in terms of their learning have a framework for learning and are more successful. Faculty who have a clear idea of what they want their students to learn are able to align their instructional activities to these outcomes. Si Tanka University sustains systematic assessment of each course and degree program to assure achievement of the stated student learning outcomes, currency, relevance, appropriateness, future needs, and plans. As part of this process, faculty initiate integrated planning and generate initiatives to improve program performance and teaching and learning strategies. Collecting, analyzing, and using such evidence is a major part of the process of continuous improvement for the campus.

The instructional programs at STU have established student learning outcomes for all courses. The departments also determine the need for courses and set the schedule of classes. STU continues to implement and reassess program learning outcomes and infuse these outcomes across the disciplines. The Curriculum Committee has established a systematic approach to course/student learning outcome review and faculty members participate in professional development and intra-discipline dialogues to improve teaching and learning.

To document student learning outcomes, STU assesses course achievement, cumulative GPAs for all students, and an additional measure of learning outcomes specific to each program.

### **Assessments**

In addition to being aligned to the learning outcomes, a valid assessment must allow students to show their genuine understanding of the content in the test. If “true mastery” is indeed being measured, then students who have mastered a goal or objective will almost always correctly answer a question aligned to that goal, while students who have not mastered a goal or objective will incorrectly answer the aligned question. Assessment results are reported in program review documents which are connected to the University’s strategic planning process and fully integrated into the planning and budgeting process.

In order for the assessment to be reliable, it must ensure that it will yield consistently accurate results and provide every student with the opportunity to accurately demonstrate his or her knowledge.

- Include multiple items and varied ways to assess each learning goal. If a test has one question for a particular learning target, it becomes unclear whether students really know the material or just happened to guess the correct answer in that instance. Provide each student with multiple opportunities to demonstrate competence on each learning goal.
- Be clear about the directions on the day of the assessment. Portfolio, or performance assessment, and give an example of how to follow those instructions correctly. On a quiz it might have a sample multiple-choice question with the answer filled in.
- Develop a standard grading system. Use a systematic procedure to assign quality ratings or marks for every student. Many assessments, including short-answer questions and essays, will evoke a number of different responses, and the faculty will need to develop criteria to judge the merits of each answer. Make sure the grading system reveals how students’ progress on individual objectives or learning goals.
- Be fair in the administration of the assessment. Most students should be given the same



amount of time and take the assessment under similar conditions. At the same time, however, be mindful of students' special needs.

The outcome assessment provides examples of different assignments relevant to assessing written, practical problem-based, work placements, performance and oral work. The assignments could be used either for formative assessment and/or summative assessment as well as potentially opening up opportunities for the use of peer and self-assessment.

If assessments provide information for both students and faculty, then they cannot mark the end of learning. Instead, assessments must be followed by high-quality, corrective instruction designed to remedy whatever learning errors the assessment identified. Faculty must therefore follow their assessments with instructional alternatives that present those concepts in new ways and engage students in different and more appropriate learning experiences.

### **Assessment of General Education**

Si Tanka University has established four general education outcomes that students are expected to demonstrate as the result of their diligent participation in coursework and campus activities. As such, all courses offered for college credit should accomplish one or more of the following student outcomes:

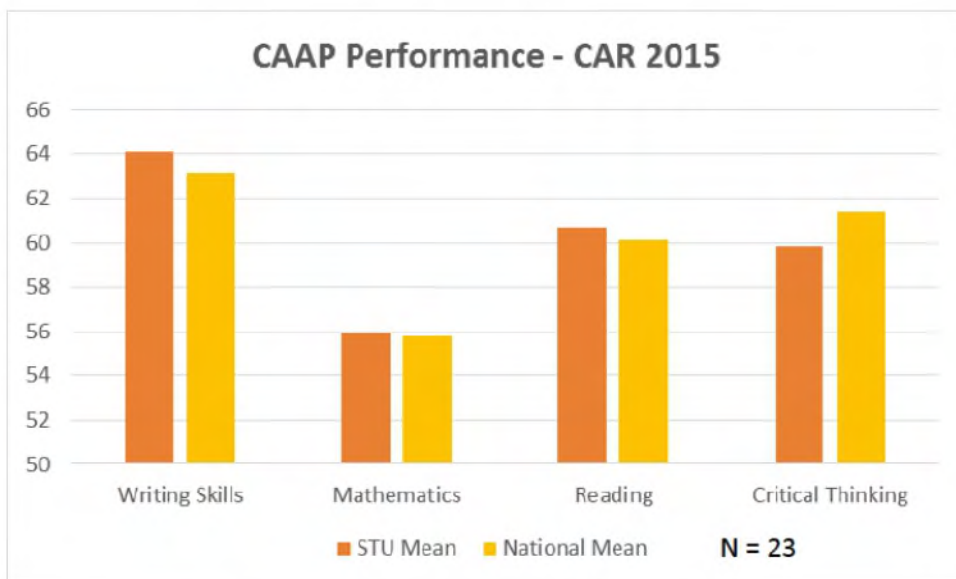
- Outcome 1: Demonstrate effective and scholarly communication skills.
- Outcome 2: Utilize scientific reasoning and/or critical thinking to solve problems.
- Outcome 3: Demonstrate knowledge and display behavior related to functioning in and adding value to a global society.
- Outcome 4: Recognize the role(s) of history, culture, the arts, or sciences within civilization.

In order to assess the achievement of the above desired outcomes, **Assessment of General Education** utilizes a number of direct indicators including Course-Embedded Assessment of the general education component of all STU courses, and student performance on the *ACT College Assessment of Academic Proficiency (CAAP)*.

CAAP is a nationally recognized academic test designed to measure general education foundational skills typically attained in the first two years of college. Each fall the University uses four objective test modules of the CAAP Test – Writing Skills, Mathematics, Reading, and Critical Thinking – to assess students with 45 or more credit hours. 21 students typically take the exam in late October or early November 2015.

**Table 10. CAAP PERFORMANCE**  
For CAR 2015 Period (N=23)

<b>Test</b>	<b>STU Mean</b>	<b>National Mean</b>	<b>National SD</b>
Writing Skills	64.1	63.1	4.5
Mathematics	55.9	55.8	3.9
Reading	60.7	60.1	5.5
Critical Thinking	59.8	61.4	5.3



ACT provides demographic information for the participants as well as mean scores for each module for both Si Tanka University students and the national data base. The Academic Dean's Office has set a goal for STU students to perform at or above the national average on each test module. The Academic Dean has also adopted a minimum acceptable threshold of no more than 2.0 points (5 percent) below the current national mean scores.

Each spring, the Academic Dean's Office is charged with conducting a thorough review of the testing process and the informative value of the data derived from this assessment. The Academic Dean reviews both STU and national mean scores for the academic year. During the review, the Academic Dean notes mean test scores for each objective test and identifies those areas falling outside the threshold score range. For these tests, recommendations are made by the committee as to ways to bring scores into the threshold range.

STU students performed within one standard deviation of the national average of two-year sophomore students on all four tests. They performed slightly over the national averages on each test except Critical Thinking, which may be due to the fact that the major objective of the University's programs is on preparation for employment rather than general education. No further action is required in terms of general education achievement.

### **GPA Results**

As one method of documenting student learning outcomes, the University analyzes overall GPAs at the end of each term and for each academic year. GPA achievement provides a uniform and comparable measure of student achievement across programs and across time. GPA is calculated on the traditional 4.0 scale and is collected from G.A.M.E.S. The baseline rate and the goal to be achieved is the related GPA mean from the previous year. Any difference in GPA of 0.2 or more is investigated further.

STU uses minimum degree program cumulative grade point average of 2.0 at the undergraduate level, and 3.0 at the graduate level as a benchmark for quarterly and overall yearly evaluation as the primary indicator. These are equivalent to the STU graduation requirements and therefore serve as useful baseline for monitoring trends going forward.



Data is collected from transcript records on file and updated quarterly in the Registrar's Office to track student GPA/CGPA. Each quarter, if students fall below the minimum, initial warning notices are sent and the Registrar is notified to follow up with the student, as well as the student is encouraged to seek tutoring or corrective actions including his/her instructor and Academic Support Services.

The University reviews grades quarterly at mid-quarter and quarterly to identify any possible students who may need to be on academic probation. If so, they are notified and counseled, and given academic support services, (i.e. tutoring) if necessary. Grading averages over the past three years of cumulative GPA data suggest similar patterns, with no enrolled students failing to achieve the minimum 2.0 GPA at the undergraduate level and 3.0 GPA at the graduate level.

STU's data on Grade Point Average by year shows the quality of our student's performance for degree programs. The overall GPA by programs for 2014 and 2015 academic years is shown in Table 11. The data was collected from winter, spring, summer and fall quadesters of 2014 and 2015.

**Table 11. GPA ATTAINMENT**  
For 2014 and 2015

<b>Credential</b>	<b>No.</b>	<b>2014 GPA</b>	<b>No.</b>	<b>2015 GPA</b>	<b>Difference</b>
Bachelor of Science in Computer Science	12	3.2	9	3.1	-0.1
Bachelor of Science in Management of Information Systems	13	3.1	10	3.3	+0.2
Bachelor of Business Administration in Finance	11	3.0	12	3.1	+0.1
Bachelor of Business Administration in Management	14	3.2	9	3.2	0
Master of Science in Computer Science	11	3.3	15	3.4	+0.1
Master of Business Administration in Finance	9	3.5	7	3.4	-0.1
Master of Business Administration in Management	8	3.4	9	3.4	0
<b>Overall Average</b>	<b>78</b>	<b>3.2</b>	<b>70</b>	<b>3.3</b>	<b>+0.1</b>

Overall, GPAs did not change significantly, with only a +.01-point difference between the two years. For most majors, the results show only trivial differences in GPA achievement from the previous year, so no specific changes are warranted for these programs.

In this CEP reporting period, there were no cases of corrective actions needed concerning instructors or grading. Further, mid-quarter reporting by instructors has been implemented to set an "early warning" system in place to alert the student, instructor, and administrative staff in the event that a student falls below a passing grade in a course, or violates the institution's attendance rules. This policy has functioned effectively.

All students maintained satisfactory progress at STU as determined by the qualitative and quantitative standards established by the University. According to these standards, an

undergraduate student remains in good standing if the student's cumulative grade point average (GPA) is 2.0 or above; a graduate student remains in good standing if he/she earns a cumulative G.P.A. of 3.0 or above; and all students must progress toward the completion of their respective program within the maximum program length established by STU.

## **GPA Action Plan**

### *Evaluation of Data Analysis for Program Improvement*

Each of the data areas for analysis of student learning outcomes is examined by the Dean of Academic Affairs, Academic Advisory Committee, and the CEP team on an ongoing basis and as improvements are identified. An example is how the Dean of Academic Affairs closely reviews grades for each course. If there appears to be grade inflation or abnormal patterns, follow-up is taken. The same is true if an abnormal pattern would be seen in program GPA data; there would be follow on discussions to explore this with the Dean of Academic Affairs and instructors.

Key student competencies are also identified and built into the following year cycle of instruction. More rigid deadlines on student deliverables and more disciplined treatment of resume formatting and interview skills are such competencies treated in the teaching of the course.

### *How Data are Used to Improve the Educational Process*

Data from this year's student learning outcomes will be used to improve the educational process. Data patterns on key outcome areas listed above are continually analyzed and reviewed. Salient, new themes are discussed and brought to actionable new policy or experimentation in the context of STU as a learning organization.

One example is the mid-quarter academic review policy which acts as an early warning system. This ensures an unqualified level of attention to individual student outcomes which prevent students from unwittingly failing minimum standards. It is an example of what small colleges/universities are capable of in terms of caring for individual students.

### *Expected Outcomes: How STU Can use this Data for Campus Effectiveness and Improvement:*

Curricular and pedagogical innovations are the directions for campus improvement and effectiveness. Institutional data analysis of student learning outcomes are oriented primarily toward curricular content and teaching methods which are ever more creative and dynamic, and which bring real world, contemporary business to life in the classroom through cases, speakers, excursions, simulations, and projects which have direct company involvement.

### *Goals*

- Students demonstrate master of content. Demonstrated by specialized knowledge and skills from within the business field.
- Students advance intellectual skills. Demonstrated by ability to think critically, formulate understanding, and effectively communicate ideas.
- Maintain or improve on the baseline GPA/CGPA as indicated above for individual

- performance at the undergraduate and graduate levels.
- Continue to prepare students for career and beyond. Students set goals for future work that are the result of realistic self-appraisal and reflection.

## **Additional Measures of Student Learning Outcomes Specific to Programs**

When faced with the news that it's the student discipline's turn for Outcomes Assessment, it is tempting to ask why the University can't just look at final grades to determine whether a course is successful. Although counting letter grades is easy, it provides neither consistent nor meaningful information about student success in a multi-section course.

Grades do not provide:

- specific information about students' performance on core learning outcomes
- meaningful data across sections
- objective student data which can be used for improvement of student learning or recognition of student achievement

There is no one right way to implement Outcomes Assessment. Across the country colleges have proceeded in a variety of ways, each adopting an approach they feel is best suited to the circumstances of their institution. Additional measures of student learning outcomes, specific to each program of study, have been developed and monitored as discussed below. Si Tanka University continues to review and research other possible student learning outcomes that may be appropriate for current programs.

### **Business Administration Programs: Capstone Courses**

As noted in previous sections, the campus offers both a bachelor's degree and a master's degree program in Business Administration. The capstone course is a method of summative evaluation in which the student is given an opportunity to demonstrate integrated knowledge and growth in the major. The course may assess a student's cognitive, affective, and psychomotor learning in the major and also the overall collegiate learning experience. Each Capstone's purpose is to further enhance student learning while cultivating crucial life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one's own.

A capstone course was developed and implemented for each of the programs during the 2013 – 2015 academic years. The capstone courses are offered to be completed by students during their last or second last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor's degree program: MGT 472 Operations Management
- Master's degree program: MGT 522 Strategic Management

The campus uses the final grade from the capstone course for each of the Business programs as an indicator of the overall level of skills, knowledge, and understanding attained by students who have completed the program. An ad hoc committee of three Business faculty members, two full-time and one part-time, worked together initially to develop proposed content and objectives for the capstone courses. The draft of their work was provided to other faculty members as well as members of the program advisory committee for review and comment to verify validity of the proposed course content and objectives.

Development and use of a capstone course as a major measure of student learning for the Business programs has been implemented (a) because all students must complete the course

during their final terms of instruction, and (b) the capstone courses have been structured and offered to incorporate skills, knowledge, and understanding acquired in all previous business courses completed for the programs.

The mean course grades achieved for students completing MGT 472 Operations Management and MGT 522 Strategic Management are reviewed and analyzed by the Management program chair and faculty at the end of each year.

The baseline rate and goal for the capstone course grades is to be at 3.5 or higher. This was established as the baseline and goal when the course was initially implemented on a pilot basis in 2012. The Business program chair and faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 13.

**Table 13. BUSINESS ADMINISTRATION CAPSTONE COURSE GRADES**  
Average (Mean) Grade

Course	2013	2014	2015
MGT 472 Operations Management	3.44 (N=7)	3.57 (N=5)	3.64 (N=5)
MGT 522 Strategic Management	3.74 (N=4)	3.62 (N=6)	3.71 (N=3)

Capstone projects are graded by using a standard rubric in which points are assigned or deducted based on specific criteria. While use of the rubric is intended to promote consistency in grading, there will be variations in grading decisions by the faculty members grading the submissions. These variations are appropriate in the review of a complex policy analysis, and are consistent with the variations in decision-maker support that a policy analysis would achieve in a real-world project.

As reported in the table, there has been relatively limited change in the capstone course grades over the past three terms. The goal of achieving at least a 3.50 average grade for the courses has been achieved for the all three years, except for the MGT 472 course in 2013. The Business program chair met with the instructor for the MGT 472 course after seeing the average grade reported as 3.44 to discuss the issues regarding to the teaching of the course. The grades were picked up in next two years. Therefore, no additional review or corrective action was deemed to be necessary.

### **Business Administration Action Plan**

As noted, the capstone courses have been offered for only five years, the average grades have been relatively stable for both courses during that time, and the goal of achieving a 3.50 grade has been achieved for each offering with only one exception. Given the preceding, the Business program chair and campus administration agree that there is no need for major change in this area at present.

### **Finance Programs: Portfolio Courses**

Portfolio – a collection of student work organized around a specific goal, e.g., set of standards or benchmarks or instructional objectives); it can contain items such as handouts, essays,



rough drafts, final copies, artwork, reports, photographs, graphs, charts, videotapes, audiotapes, notes, anecdotal records, and recommendations and reviews; each item in the portfolio provides a portion of the evidence needed to show that the goal has been attained. The portfolio development courses will guide students through the process to identify areas where they have college level knowledge. Students will learn how to write a biographical overview of their relevant background, analyze course knowledge components, complete a narrative essay to show how what they learned matches the knowledge components for a specific course, and choose appropriate supporting documentary evidence. Student's final grade for the course will be determined by his/her final portfolio, which will showcase his/her work from the quadmester. These assessments will be designed to help he/she prepares his/her work for inclusion in the portfolio, but they – especially the advisory grades – will not contribute to his/her portfolio grade. That is, his/her portfolio grade will NOT be an average of his/her advisory grades. Instead, it will reflect the overall quality of his/her writing and writing processes at the end of the quadmester, as evidenced by the reflective introduction and the portfolio drafts of the papers he/she choose to include. The portfolio review process takes into consideration the student's achievements in the entire MPA Program curriculum.

A portfolio course was developed and implemented for each of the programs during the 2013 – 2015 academic years. The portfolio courses are offered to be completed by students during their last or second last term prior to graduation. The capstone courses for the two programs are as follows:

- Bachelor's degree program: FIN 422 Corporate Finance
- Master's degree program: FIN 599 Finance Project

Portfolio grades for these courses and the final course grades are great ways to collect data needed to demonstrate student learning outcomes. According to ACICS Accreditation Criteria 3-1-111, the data needed to demonstrate student learning outcomes includes portfolios and course grades. The use of rubrics, a scoring guide that identifies the standards and criteria for a given assignment, were used for the portfolios. The rubrics helped to simplify grading and ensure consistency and they helped to assess portfolios.

The baseline rate and goal for the portfolio course grades is to be at 3.5 or higher. This was established as the baseline and goal when the course was initially implemented on a pilot basis in 2012. The Business program chair and finance faculty continue to review and analyze the course grades to determine whether baseline rates and goals should be changed. However, based on experience to date, it has been determined to continue with current expectations.

Grades for the two capstone courses for the most recent three terms are reported in Table 14.

**Table 14. FINANCE PORTFOLIO COURSE GRADES**  
Average (Mean) Grade

Course	2013	2014	2015
FIN 422 Corporate Finance	3.51 (N=5)	3.5 (N=2)	3.51 (N=5)
FIN 599 Finance Project	3.5 (N=1)	3.61 (N=3)	3.5 (N=1)

As reported in the table, there has been relatively limited change in the portfolio course grades

over the past three years. Evaluation of portfolios might show that too high a percentage of portfolios showed difficulty in adjusting the aperture appropriately for extremely bright lighting conditions. However, this ensures a consistent approach and assures quality. As indicated and confirmed by instructors, this is most likely a result of the relatively small class size during those terms. Further, the goal of achieving at least a 3.5 average grade for the courses has been achieved for each of the three year. Therefore, no additional review or corrective action was deemed to be necessary.



## **V. DISTANCE EDUCATION**

Si Tanka University offers all of its courses – bachelor's and master's degrees – online to provide students with an alternative, convenient mode to complete these requirements. Courses may be completed completely on-ground at the campus, completely online on the Internet, or partially on-ground and partially online (hybrid courses), at the discretion of the University. Course objectives, content, and assessment are typically the same, regardless of the mode of delivery. Sample Distance Plan attached (Appendix K.)

### **Online Workshop**

Prior to taking their first online course, students must complete a three-hour noncredit online workshop that measures their motivation, discusses the time needed for online learning, introduces them to Moodle, discusses effective strategies for success online, and describes the hard-ware and software students are required to have available at home.

### **Proctored Exam**

Si Tanka University defines a proctored exam as one in which an independent, reputable, third-party proctor verifies the identity of the test-taker and monitors the test-taker while he or she completes the exam to ensure the integrity of the testing process. The results of a proctored examination should reflect the test-takers own knowledge and competence of the course in which he or she is enrolled. The test-taker must provide the proctor with valid government-issued photo identification, to confirm his/her identity.

### **Online Access**

In addition to having access to all campus administrative resources (including the library's full-text online databases), online students have 24-hour Help Desk assistance to resolve any connection or technological issues. The University uses Moodle that enables educators to manage course materials and to communicate with students. With Moodle, students can take surveys, quizzes, and tests; send and receive course mail; post messages to threaded discussions and chat rooms; and upload assignments using online drop boxes. They can check their progress and grades at any time during a course and can create groups and teams for project or committee work.

## **VI. IMPLEMENTING, MONITORING, AND EVALUATING THE CEP**

As described on page 5, the Campus Effectiveness Committee (CECom) is charged with developing, reviewing, revising, implementing, and monitoring the Campus Effectiveness Plan (CEP). The CECom meets following submission of the Campus Annual Report to review outcomes, complete the annual evaluation of the CEP, and prepare the initial version of the CEP for the next CAR period. The new plan is then shared with all faculty and staff, campus advisory committee members, and other interested parties. Subsequently, the CECom meets every quarter, usually following the beginning of each quadmester to review periodic reports related to progress on achieving goals in key elements or operations that have been submitted. The committee analyzes data and the implementation of plans up to that point and makes whatever adjustments are deemed desirable. Minutes of the four CECom meetings held the past year are included in Appendix A, and the Annual CEP Evaluation Report is included in Appendix B. CECom meeting minutes document that specific activities listed in the plan are being carried out and that periodic progress reports for the elements being measured and evaluated are being completed, submitted to the CECom, and reviewed and analyzed by CECom members. As noted in the minutes, plans and goals are adjusted when necessary.

## VII. SUMMARY AND CONCLUSIONS

In addition to the University's long-term Strategic Plan, the following 10 short-term steps are being implemented specifically based on the data analyzed in this report. Table 15 is revised and up-dated during the year as further plans are developed and goals are met.

Table 15. SUMMARY OF SHORT-TERM IMPROVEMENT PLANS

	<b>Charge</b>	<b>Person Responsible</b>	<b>Status/Reporting Date</b>
1	Achieve financial security by creating a new financial model	Business Manager	Implemented, effective Winter 2016.
2	Enhance the undergraduate academic core	Academic Dean	Fall 2016 senior leadership prepares initial recommendations.
3	Utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department levels.	Academic Dean	Interpret data and develop hypotheses about how to improve student learning Spring 2016.
4	Develop and retain a highly qualified and diverse faculty and staff	Department Chairs	Examine past recruitment methods and modify them when necessary to prevent inadvertent exclusion of diverse candidates.
5	Encourage and support participation in professional development to strengthen programs and services	Academic Dean	2016 STU workshops immerse our instructors and program staff in exploration of best practices for contextualized and integrated instruction.
6	Align administrative and academic policies and procedures to support the University's purpose and achieve its envisioned future	Board of Directors	Board of Directors will review current administrative and academic policies in its October meeting.
7	Provide up-to-date facilities and infrastructure to enhance academic programs	President	Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community in fall 2016.
8	Utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs	IT Manager	Upgrade computing facilities and campus network in summer.
9	The University will prepare students for success through the development and support of exemplary programs and services	Department Chairs	October CECOM meeting.
10	The University will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals	Student Service Director	October CECOM meeting.

In summary, Si Tanka University uses its CEP as the primary short-term planning document to guide all aspects of campus operations. As items in the long-range Strategic Plan near implementation, they are incorporated into the CEP, thus promoting continuous improvement for the college.



# Si Tanka University

## 2016 – 2018 Catalog (Revised 11-2016)

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# Table of Contents

A Message from the President.....	5
Notice .....	6
Mission of the Si Tanka University .....	7
Vision Statement.....	7
Goals and Objectives .....	8
Si Tanka University Location .....	8
University Governance .....	8
Ownership of Documents .....	9
Admission to the University .....	9
Application Procedures.....	9
Readmission .....	10
Computer Literacy and Competency .....	10
Transfer Policies .....	11
Transferability of Courses and Programs .....	12
Graduation Requirements .....	12
Degree with Distinction.....	13
Fees and Tuition (in USD) 2016 – 2017.....	13
Expenses and Payments.....	13
Add/Drop Fees.....	14
Late Registration Fees .....	14
Cancellation and Refund Policy .....	14
Academic Policies & Procedures.....	16
Regular Students.....	16
Non-matriculated Students .....	16
Special Students.....	16
Academic Advising .....	16
Registration.....	17
Student Contact Information.....	17
Calendar.....	17
Credit .....	18
Repetition of Courses .....	18
Course Extension .....	18
Change in Registration .....	18
Withdrawal from Si Tanka University.....	19

Distance Education .....	19
Prepare for a Proctored Exam .....	20
Class Auditing .....	21
Grading System .....	21
Grade Point Average (GPA).....	22
Attendance.....	22
Satisfactory Academic Progress Policy (SAP) .....	23
Treatment of Grades and Classes.....	24
The SAP Appeal Process .....	24
Academic Plan for SAP Improvement.....	25
Academic Warnings, Probation & Suspension .....	25
Degree Requirements .....	27
Students' Rights, Privileges and Responsibilities.....	28
Student Services .....	29
Alumni Services .....	29
Alumni Association .....	29
Job Placement.....	29
Library Services and Learning Resources .....	30
Codes of Conduct .....	33
Verification of Student Identity .....	34
Complaint and Grievance Policies.....	35
Administrative Policies.....	38
School Closing.....	38
Transcript Validation.....	38
Immunization.....	38
Family Educational Rights and Privacy Act of 1974 (FERPA).....	38
Change of Name and Address .....	39
Dean's List.....	40
Course Codes.....	41
Undergraduate Programs .....	41
Admissions .....	40
English Proficiency Requirements.....	40
Transfer Policy .....	40
Graduation Requirements .....	40
Bachelor of Business Administration (BBA) .....	44
Bachelor of Science in Information Technology (BSIT).....	47
Graduate Programs .....	50



Admissions .....	51
English Proficiency Requirements.....	51
Transfer Policy .....	51
Graduation Requirements .....	51
Master of Science in Computer Science (MSCS) .....	52
Master of Business Administration (MBA).....	53
Course Descriptions.....	55
English Proficiency Program.....	81
Academic Calendar.....	84
2015– 2016 .....	84
2016– 2017 .....	85
2017– 2018 .....	86
The Board of Directors .....	86
University Staff .....	88
Faculty .....	89

## **A Message from the President...**

Dear Students:

Please accept my congratulations on your acceptance to Si Tanka University. I want to welcome you into a college community that cherishes the life of the mind but also seeks engagement with life in society. Our University is designed to provide consistent, high-quality and appropriate academic advising, monitoring, mentoring, nurturing and coaching to ensure your academic and personal success. STU fosters achievement in management and technology areas of study, believing that exposure to the creative process is an essential part of a rigorous and broad-minded education, a flourishing society, and a good life.

One topic that we are sure to discuss is the issue of student success. Nationally, colleges and universities are working hard to increase student retention and graduation rates. Our students engage in a vibrant university experience. They meet new people with similar interests and make lifelong friends through student clubs and organizations. Si Tanka University, in its thrust to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses only current researches, relevant curricular offerings and responsive extension services.

As you browse through the University website, please keep in mind that your success at the University depends on your hard work and dedication. I trust that you will do everything possible to meet all of the program requirements and I assure you that the University faculty and staff will do all they can to assist you in meeting your goals. I wish you all the best in the coming challenges. We look forward to supporting your academic and personal success at Si Tanka University!

Sincerely,

(b)(6)

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Harold L. Harris

President

## ❧❧❧Notice❧❧❧

This catalog provides general information about Si Tanka University, its programs and services, and summarizes those major policies and procedures of relevance to the student. This catalog should answer most questions students have about STU's educational programs. But this catalog is not intended to be a contract, nor is it intended to otherwise create any legally enforceable obligations on the part of STU or any applicant, student, staff or faculty member. Although information was current at the time of publication, it is subject to change without notice.

General policies and direction of the University are established by the Board of Directors and administered by University departments under the responsibility and authority of the President. A variety of committees of the faculty, students, and administration contribute to policy formulation and internal policy decisions. The written policies in the catalog are the University policies in force at the time of publication. It is the responsibility of each student to know the requirements and academic policies in any University publications. Further, the University can add or delete, without notice, any course offerings or information contained in the catalog. All updates of University policies and course offerings will be posted on the University website. If there are any changes in degree program requirements and/or academic policies, students will be informed by the academic Departments through STU email accounts assigned by the University to students. Additional specific academic information may be obtained from an academic advisor and/or division counselor. Regular catalog updates are posted and made to the electronic version on the University's website: [www.sitanka.us](http://www.sitanka.us).

STU complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and all applicable federal and state laws and regulations. It does not discriminate on the basis of race, color, national origin, sex, sexual orientation, political view, age, religion, disability, status as a veteran or any other personal delimitation or attribute in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, and educational services.



## **About Si Tanka University**

Located near the heart of the state of South Dakota, Si Tanka University is a diverse learning community offering unique undergraduate and graduate programs. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. STU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

Please visit our web site at: [www.sitanka.us](http://www.sitanka.us) to learn more about our University. You will be able to download an electronic version of this catalog, give us your comments, access your student or faculty portal, and much more.

Si Tanka University is authorized to offer post-secondary education by the Secretary of State of the State of South Dakota.

## **Statement of Legal Control**

Si Tanka University, Inc., located at 5000 Broadband Lane, Suite 123, Sioux Falls, SD 57108, is a private co-educational institution incorporated under the laws of the state of South Dakota. The corporation operates a main campus in Sioux Falls, SD. The University operates under guidelines and policies established by its Board of Directors. The University President is the Chief Executive Officer of the University and has the responsibility of managing all aspects of the campus and has authority to exercise policies established by the Board of Directors. The institution's corporate officers execute legal documents and perform functions as required of corporate officers by law.

## **Mission of Si Tanka University**

The Board of Directors has established the mission of Si Tanka University as follows:

*Si Tanka University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.*

-Board Action (Approved September 2016)

## **Vision Statement**

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.

*The Si Tanka University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.*

-Board Action (Approved September 2016)

### **Institutional Goals and Objectives**

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that remain current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.
- To develop within students a desire for life-long learning and education.

-Board Action (Approved September 2016)

### **Si Tanka University Location**

Si Tanka University is located in Sioux Falls, the largest city of the State of South Dakota. The community-wide efforts in Sioux Falls to maintain one of the healthiest environments in the nation in which to live, work and raise a family are making headlines. Sioux Falls is known as a regional and national leader in economic development, retail sales, health care, manufacturing, financial and business services and quality of life.

Hours of operation: Monday to Friday 10 AM to 6 PM except holidays.

### **University Governance**

The primary function of the University is teaching. However scholarly research and other professional activities of the faculty, continuing education, and community service are encouraged, promoted, and supported. In keeping with its focus on teaching, the University seeks to recruit, develop, and retain faculty who are dedicated to quality teaching by providing dynamic classroom learning experiences that integrate theory and practice. The institution values academic freedom and the professional opinions of its diverse faculty.

The Board of Directors is responsible for establishing academic and administrative policy and reviewing the performance of the University and its designated officers. Performance is reviewed by regularly evaluating the accomplishment of goals that may be set forth by the Board of Directors. Board Directors are appointed by the shareholders at the corporate shareholder meeting. According to STU Bylaws, a faculty representative will sit on the Board of Directors as a voting member. The members of the Board hold their offices for a term of five years from the first day of their appointment and until their successors are appointed and qualified. Directors may be reappointed to serve one additional term for a total of ten years. The Board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the Board except by formal delegation of authority by the governing board as a whole. At present, the Board has 5 members.

### **Ownership of Documents**

It is the University's policy that all forms, applications, papers, documents, and other material, either in paper or electronic format, submitted by the student are the legal property of the University. All tests, papers and class projects may be retained by STU to document students' work effort in their classes. Professors may require the student to return graded material as evidence of the student's efforts in a graded class. All legal documents will be held as prescribed by law and access provided only as established by law.

### **Admission to the University**

Si Tanka University is an equal-opportunity educational institution. STU is committed to the pursuit of excellence and welcomes applicants who have the same high standards. The University strives to give each of our students an employment-driven educational experience. The admissions policies and procedures of STU assure applicants equal access to the opportunity to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially productive employment. Applicants who meet or exceed the minimum admission requirements are not guaranteed admission. Unless otherwise indicated, all applicants are required to submit all documents in order to complete an application for admission. In some cases, additional information may be required before an admission decision can be rendered. Even though paper applications will be accepted, but online applications are preferred. Applicants also may download, complete and send the application with fee to the appropriate mailing address.

### ***Application Procedures***

Si Tanka University follows an open-door with guided placement admissions policy and there is no difference in admissions procedures between in-class and on-line programs applications. The University is an affirmative action, equal opportunity institution and does not discriminate on the basis of race, sex or sexual orientation, color, age, religion, national origin, or disability in admitting students. Although potential students may apply any time, applicants are encouraged to complete the admission process by the priority enrollment due dates.

Application forms for admission to the University may be obtained from the:

Si Tanka University  
5000 Broadband Lane, Suite 123

Sioux Falls, SD 57108  
Admissions Office  
Telephone: (605) 728-1529

Or, downloaded from [www.sitanka.us](http://www.sitanka.us).

Application for admission must be submitted to the Admissions Office. A nonrefundable application fee is required. It is the prospective student's responsibility to make certain that appropriate college transcripts, recommendations and financial support documents (for international students only) are provided either with the application or promptly thereafter. Until all required records are provided, the student's status will be placed as provisional. Provisional admission is intended for those who are missing admissions documents other than an application, application fee and an official transcript from the institution granting their highest completed degree. Provisional admission status may be granted upon the recommendation of an academic department. If this is the case, a student's official admission will not be completed until the University receives documents such as financial statements and proofs of English proficiency (international students), recommendation letters and official transcripts. While a student who is admitted provisionally will be allowed to enroll for his/her first quadmester, all admission provisions must be cleared by the end of the first quadmester of enrollment. If students fail to clear their provisional status by the end of the first enrolled quadmester, an administrative hold will be placed on their academic record, preventing their registration for future quadmester, and their student status may be revoked. The University reserves the right to refuse admission to an applicant if it appears that this action is in the best interest of the applicant and/or the University.

### ***Readmission***

Former students who have not been in attendance for one year or more must apply for readmission by filing an application for readmission with the Registrar's Office. Students seeking readmission who were previously suspended or expelled from Si Tanka University must provide reason(s) for readmission, including documentation that all previous issues, activities and/or violations of the University Standards of Student Behavior have been rectified and/or resolved. Students have the option of graduating under either the catalog in effect at the time they re-enter the University, or the catalog in effect at the time they complete requirements for a degree provided they maintain continuous enrollment of at least one credit per year. Students applying for readmission who have attended other higher education institutions since their most recent enrollment at STU must submit an official transcript from each institution attended to the Registrar's Office before a readmission decision can be made.

If accepted for readmission, a student previously suspended due to academic probation will begin the first term automatically placed back on probation. Again failing to meet the minimum CGPA and academic requirements will result in suspension from the University permanently. There will be no more warning after the first probation period is in effect.

### ***Computer Literacy and Competency***

In today's world of rapid technological advances the prevalence of computers in the home and the office increases the demand for computer literacy and competency. Computer literacy at STU is



defined as a demonstrated ability to use technology to access, manipulate, evaluate, use and present information. The computer literacy requirement is to assure STU graduates possess basic computer skills necessary for success in today's work environment. Students who are not proficient with computers will be required to take a computer literacy course.

### ***Conditional Enrollment Status***

Conditional enrollment is a classification for provisional students. A student may be in "conditional enrollment status" for no more than one quadmester. Requests for the continuance of this status will be decided on a case-by-case basis.

### ***Transfer Policies***

Si Tanka University welcomes applications from transfer students from other higher education institutes. STU's policy is to help each incoming student transfer the maximum number of applicable credits, minimizing course repetition and ensuring appropriate course selection.

The Si Tanka University Transfer Policies are:

1. Minimal acceptable grades are: 'C' for undergraduate and 'B' for Master's programs.
2. Si Tanka University does not discriminate credit transfer on the source of accreditation of the sending institution.
3. Types of course that will be considered, including any courses offered outside of an institutional setting, such as those offered by the military, in the workplace, through apprenticeship and/or training programs, or other such programs recognized by the American Council on Education's Center for Adult Learning and Education Credentials programs.
4. Si Tanka University accepts earning credit through examinations such as the ACT Proficiency Examination Program (PEP), the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST), widely accepted industry certification, or institution-developed tests.
5. To be eligible for transfer credit, official transcripts must be submitted to the Office of Admissions by the end of the student's first quadmester of study. Student must submit all official college transcripts from each college attended prior to STU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript.
6. Si Tanka University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:
  - Undergraduate Degrees: A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

- Master's Degrees: A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.
7. Transfer credit is evaluated in relationship to the desired degree program. Only credit which is applicable to the degree program requested will be accepted in transfer. Once enrolled in a STU degree program, a student may not take courses elsewhere and apply them for transfer credit, except in extenuating circumstances and when permission is granted by the Academic Dean's office.
  8. Documentation that is required, e.g., transcript, catalog, syllabi, or course outlines.
  9. Student must submit all official college transcripts from each college attended prior to STU. Transcripts must be in English. The student is responsible for providing official translations from an appropriate, competent third party service; or are translated into English by a trained, qualified transcript evaluator fluent in the original language on the transcript. In either case, the evaluator or the service must have expertise in the educational practices of the country of origin. They must include an English translation, along with the original transcript. Both documents must be on file at the University. The transcript(s) should be received 30 days prior to the student's start date at the university.
  10. If a student does not agree with STU's decision on the granting of credit that he/she earned at a prior higher education institution, he/she has the right to submit an appeal to the Admissions Office. Once all of the required information is received, the expectation is that the Admissions Office will provide he/she with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, the Admissions Office will notify the student, the Department Chair will see that the change is made to the student record. If the decision is unchanged, the student may take the appeal to the Academic Dean by submitting in writing along with requested materials. The Academic Dean will respond to the appeal within five business days from receipt of the completed appeal application. The decision made by the Academic Dean is final.
  11. There is no fees for evaluation, or granting transfer of credit.

### **Transferability of Courses and Programs**

Students who wish to have courses and programs completed at STU transferred to other educational institutions must seek the academic counseling of the receiving institution. The decision to accept coursework completed at other institutions is at the sole discretion of the receiving institution and policies may vary from institution to institution.

### **Graduation Requirements**

All Bachelor's degree require the successful completion of a minimum of 120 credit hours with a 2.0 CGPA, and Master's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA. The Chair of the appropriate department must approve the course sequence and

program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

### ***Degree with Distinction***

The University recognizes high-level academic achievement with citations. At graduation a student may receive the degree “with great distinction” or “*magna cum laude*” if his or her cumulative grade point average (CGPA) is at least 3.9 on a four-point scale. Those with the outstanding CGPA of 4.0 will be honored with “*summa cum laude*” or “with highest distinction.”

### **Fees and Tuition (in USD) 2016 – 2017**

Application Fee*	\$75.00
English Placement Test Fee*	\$25.00
Tuition per Credit Hour (Undergraduate)	\$350.00
Tuition per Credit Hour (Graduate)	\$425.00
Audit Tuition <sup>1/3</sup> of Normal Tuition	
Registration Fee per Course*	\$70.00
Late Registration Fee*	\$70.00
Add/Drop Fee *	\$70.00
Removal of Incomplete Grade*	\$45.00
Withdrawal Fee*	\$45.00
Replacement Diploma*	\$200.00
Registrar’s Affidavit for Diploma*	\$50.00
Replacement ID Card*	\$25.00
Graduation Fee*	\$200.00
Challenge Exam Fee*	\$250.00
Transcripts per Copy*	\$15.00
- Add \$20.00 for Express Transcript* (process within 48 hours)	
Returned Check Fee*	\$50.00
University Notary Service*	\$5.00
Overnight/Express Shipping*	Varies
Apostille Fee*	\$150.00

*Tuition and fees are subject to change without notice pending Board of Directors approval.*

\*non-refundable fees

### ***Expenses and Payments***

Tuition and other charges at Si Tanka University are set by the University Board of Directors and may be changed by Board’s action. Gifts and grants received through the generosity of alumni, industry, foundations, government and friends play an important part in keeping the cost of tuition as low as possible.

Students are expected to meet all financial obligations when they are due. STU reserves the rights to deny admission, withhold transcripts, refunds, payments, and other educational records or

cancel the registration of any student who fails to meet financial obligations. The student will be responsible for payment of reasonable collection costs, including attorney fees and other charges, necessary for the collection of any amount not paid when due.

### ***Add/Drop Fees***

If a student decides to either drop, add, or both drop and add after the first day of the quadmester and before the end of the late registration period, an add/drop fee will be charged.

### ***Late Registration Fees***

If a student initially registers for a class either on or after the first day of the quadmester, a late registration fee will be charged.

## **CANCELLATION AND REFUND POLICY**

1. Student notification of cancellation may be conveyed to the Si Tanka University in any manner.
2. Students have five (5) calendar days after signing an enrollment agreement to cancel enrollment and receive a full refund of all monies paid to the institution.
3. A student requesting cancellation more than five (5) calendar days after signing an enrollment agreement but prior to beginning a course or program is entitled to a refund of all monies paid minus
  - a. an application fee of \$75 and
  - b. an one-time registration fee per program of no more than 20 percent of the total costs and not to exceed \$200.
4. Upon cancellation, a student whose costs for education are paid in full but who is not eligible for a refund is entitled to receive all materials, including kits and equipment.
5. Any money due a student must be refunded within 30 days of a cancellation request, regardless of whether materials have been returned.
6. When a student cancels enrollment the Si Tanka University retains the application fee (\$75), the one-time registration fee not to exceed \$200 plus a percentage of all costs paid by the student in accordance with the following refund schedule:

<b>Week/Class</b>	<b>Percentage of Tuition refund</b>
1st	80%
2nd	70%
3rd	60%
4th	50%
5th	40%
6th	30%
7th	20%
8th	10%
9th	0%



- (a) If the course of instruction is discontinued by the school and this prevents the student from completing the course; or
- (b) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school.
- (c) A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for career schools and colleges.

## REFUND POLICY FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

A STU student who withdraws from the University as a result of the student being called to active duty in a military service of the United States or National Guard may elect one of the following options for each program in which the student is enrolled:

- (a) if tuition and fees are collected in advance of the withdrawal, a pro rata refund of any tuition, fees, or other charges paid by the student for the program and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program the student does not complete following withdrawal;
- (b) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, or a substantially equivalent program if that program is no longer available, not later than the first anniversary of the date the student is discharged from active military duty without payment of additional tuition, fees, or other charges for the program other than any previously unpaid balance of the original tuition, fees, and charges for books for the program; or
- (c) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has:
  - (1) satisfactorily completed at least 90 percent of the required coursework for the program and received passing grades of all assessments; and
  - (2) demonstrated sufficient mastery of the program material to receive credit for completing the program.

The payment of refunds will be totally completed such that the refund instrument has been negotiated or credited into the proper account(s), within 30 days after the effective date of termination.



## **Academic Policies & Procedures**

### ***Regular Students***

Students who are pursuing a degree program are classified as regular students. Those who are pursuing a graduate degree and who are enrolled in six (6) or more academic credit hours per quadmester are considered to be full-time regular students. Part-time regular students are those who enroll for fewer credit hours than what was mentioned in the previous two sentences. This designation does not apply to graduating seniors or those who are completing the final term of their degree. In order to maintain satisfactory progress and remain in good standing, the part-time student must meet the same standards as full-time regular students. The table below indicates how many three (3) credit courses constitute full time study per quadmester.

<b>Degree Program</b>	<b>Minimum Courses per quadmester</b>
<b>Undergraduate</b>	<b>3</b>
<b>Graduate</b>	<b>2</b>

### ***Non-matriculated Students***

An individual may enroll at STU for special study on either a full-time or part-time basis as a non-matriculated student. Such individuals are provided an opportunity for academic study with concentration in a particular area of interest. The non-matriculated student status may be used to obtain exposure to a particular area as a foundation for further academic work. Many persons with a degree use this status to gain exposure to another discipline without pursuing a degree. For some courses, certification may be offered for those who receive passing grades. Individuals must matriculate after completing 12 credits at the University.

### ***Special Students***

Students who are not pursuing a degree program are classified as special students. They do not have to submit school records or recommendation letters for admissions. Special students may enroll in as many classes as they want to take. But if they want to change their status to regular, they must go through the required application process.

### ***Academic Advising***

The basic goal of academic advising for undergraduate and graduate students at Si Tanka University is to provide students with the information and guidance needed to complete a degree program successfully. The aim is not only to provide specific information about courses and degree requirements but also to help students explore educational and career options to further their understanding of the nature and purpose of higher education. The advising system is designed so that:

- Each student has an assigned advisor. A student with a declared major is assigned to a faculty member in the student's major department.
- Each student meets with the assigned advisor during the registration or pre-registration process and has ample opportunity to discuss the academic program and other concerns with that faculty member.
- Each student has access to departmental checklists that outline and summarize specific degree requirements. Students must meet the prerequisites for a course or have special permission from the course-offering department to waive the prerequisites. Students may be dropped from the class if they are found not to meet requirements.
- Each student has the ultimate responsibility for completing his or her degree program.

### ***Registration***

Students can register either in person or through their student portal (online) with approval from their academic advisor. Students are not officially enrolled until they have paid all registration and tuition costs. Students must be enrolled in a course or auditing in order to participate in the class. A late registration fee will be charged to students registering for a class on or after the first day of the new quadmester. Late registration is permitted only during the first week of classes. Students are strongly recommended to consult with their Academic Advisor or Department Chair prior to registration in order to choose the proper courses.

### ***Student Contact Information***

The University will contact the students primarily by phone or by email. Such contact information must be updated as soon as the student is aware of a change. This is to ensure that students are kept up to date with university events and news.

Upon acceptance to STU, newly enrolled students will be assigned a STU email address which they are required to use for the remainder of their degree at the University. However, STU email addresses may remain active after graduation if the student chooses to continue using it.

Once a STU email has been created for students, STU staff and faculty will contact students and provide official information to students only to the STU email address. This ensures a secure and effective channel of communication. Students are encouraged to use the STU email and to check their email regularly.

### ***Calendar***

Si Tanka University operates on a quadmester system and each year is divided into four quadmasters: Fall, Winter, Spring, and Summer. Students may apply for acceptance into any one of these quadmasters.

### ***Credit***

Si Tanka University awards credit based on a semester system. A class hour equals 50 minutes of instruction. Each three-credit class has 45 class hours.

### ***Repetition of Courses***

Required courses at all levels in which grade results are lower than “C” may be repeated. The previous grade will be shown on the transcript, but only the new grade will be computed in the grade-point average. In a situation where the repeated attempt results in a lower grade, the higher grade will be counted towards the CGPA. Academic courses may not be repeated on a Satisfactory/Unsatisfactory basis. If a graduate student receives a grade below “C” for a second time, he or she must petition the Department Chair and the Academic Dean to remain in the program.

### ***Course Extension***

Students making satisfactory progress may apply for a one quadmester extension per course. Faculty must certify that 50 percent of the course work has been completed, and the student must pay the extension fee. Other than the faculty’s certification, no other documentation is required. The Registration Office will process the request and notify the student of their new course ending date.

With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

In limited circumstances, such as severe illness or medical treatment, students may apply for a second extension of another quadmester. In these cases, students must submit appropriate supporting documentation relevant to the issue preventing course completion during the first extension and pay another extension fee. The Registration Office will determine if a second extension is warranted and notify the student of their decision and if approved of their new course ending date. Students may not request more than two extensions for a single course. Students may not apply for (or be granted) an extension after the last day of the course.

### ***Change in Registration***

Students may withdraw up through the fourth week of a course and not have the “Withdrawal” appear on the student transcript. After the fourth week, the “Withdrawal” will appear along with a designation indicating whether the student was “passing” or “failing”. A withdrawal fee will be charged for all withdrawals submitted after the last day of late registration of the quadmester. Dropping and adding a course may be done up through the end of the late registration period. A add/drop fee will be charged for all add/drops submitted on or after the first day of the new quadmester.

### ***Withdrawal from Si Tanka University***

Before withdrawing from the University, a student is responsible for the return of all previously issued STU property and settling or making arrangements for all financial obligations to STU. The student must submit a Withdrawal Notice to the Registrar and complete a Withdrawing Student Survey Form at Student Services. Withdrawal from STU at any time without satisfactory notice and settlement may result in the withholding of transcript or credits until all university obligations are satisfied.

A student may petition for “Withdrawal Without Prejudice” under extremely unusual circumstances such as serious illness or a death in the student’s immediate family. Such a petition must be presented in writing with supporting documentation (i.e. a statement from a physician, military authorities, etc.) before the end of the quadmester to the Academic Dean for review and consideration. The student may request a refund of tuition. The Academic Dean will make a decision based on the facts presented in each case.

Si Tanka University reserves the right to administratively withdraw students from registered courses, due to a medical emergency, academic dishonesty, disruptive conducts, or violation of laws.

### **Distance Education**

Si Tanka University makes available to distance education students information concerning what will be needed to access learning resources for the distance education courses they will register for. It determines the abilities and needs of its distance education students in accessing learning resources and in addition, STU provides regularly scheduled orientation sessions for distance education students while making available information concerning times and means of accessing professional assistance. All distance education courses undergo the same academic review as other courses. Distance education courses provide students quality and effective support services including advising, library resources, registrar and admissions.

The Director of Online Learning has administrative oversight to ensure the quality of all distance learning course offerings. All courses are evaluated annually using a student faculty evaluation instrument. The student faculty evaluation instrument evaluates the faculty member on performance.

The University is constantly updating technology and ensures that all distance education courses contain the most up-to-date hardware and software. The University is focusing attention on providing online students synchronous and asynchronous learning experience while preserving, for the student, the ability to participate whenever the time is convenient. Examples of synchronous e-learning are online chat and videoconferencing. Any learning tool that is in real-time, such as instant messaging that allows students and teachers to ask and answer questions immediately. Rather than learning on their own, students who participate in synchronous learning courses are able to interact with other students and their teachers during the lesson. Asynchronous learning on the other hand can be carried out even when the student or teacher is offline. Coursework and communications delivered via web, email and messages posted on community forums are perfect

examples of asynchronous e-learning. In these instances, students will typically complete the lessons on their own and merely use the internet as a support tool rather than venturing online solely for interactive classes.

Every course contains a Frequently Asked Questions document that all students can access. There are also on-demand videos and web links to assist students with the use of the learning management system. There is a link that allows students to determine technical requirements to have in order to take an online course. STU makes every effort to ensure that adequate resources and support are available.

### ***Prepare for a Proctored Exam***

Sometimes Si Tanka University has opted to rely on proctors – people who administer and supervise online course examinations in an effort to verify that the person completing the test followed all the necessary guidelines and is actually the individual receiving credit for the course.

- **Finding a Proctor.** Supervisors, corporate trainers or instructors, principals of local schools, librarians, clergy and law enforcement officers, among others are good candidates for proctors. Relatives, co-workers and students in the STU program are not eligible to service as proctors.
- **Advance Preparation.** In most cases, it will be your responsibility to communicate with your proctor. Plus, you'll need to let your proctor know in advance when exams are due, and work with that person to set up a time and place to take each test that is convenient for both of you.
- **General Study Tips.** The key really is to begin studying several days in advance, and to reserve the day or night before the exam for review of notes and materials. Start by reviewing lectures and other notes.
- **The Day of the Exam.** Bring whatever you need with you. Some things to consider:
  - Government picture ID such as driver's license, passport, etc. for proof of identification.
  - Stamped and addressed envelope for the proctor to send the completed exam to the University.
  - Pens, pencils, paper, erasers, calculator, extra batteries – and any materials you might need to complete the exam.
  - A watch, to keep track of your time.
  - Any forms or paperwork that need to be submitted with the test.
- **After the Test.** Always keep a copy of the completed exam just in case it does not reach the instructor. Leave the addressed and stamped envelope with the proctor for mailing, and if possible, have the completed exam faxed as well. Be sure to include any necessary paperwork that needs to accompany the completed test in order to be accepted.



### ***Class Auditing***

Students may register to audit a class for no credit, with the permission of the Department Chair. Approval to audit a class is on a space available basis. Full tuition paying students have first priority for class. Students auditing a class pay one-third of the course tuition, plus the full registration fee. No student will be allowed to change registration from credit to audit or from audit to credit after the first class. If a student does change from audit to credit before the first class, the full tuition must be paid. If this happens after the first day of the quadmester, the student must also pay the add/drop fee. Students auditing a class receive the AU grade only if they are in attendance for all of the class periods. Audited classes do not figure into the student's GPA.

### ***Grading System***

#### **Grades**

Grades are based on student achievement, knowledge, and skill proficiency demonstrated in the classroom. The grading policy for each class will be clearly communicated with students.

#### **Weighted Grades**

STU instructors will specify the percentage weight of grades in their syllabi in compliance to the school grading policy. Instructors will use a weighted grading system that will be reflected in the grading program.

A grade is reported for each course in which a student has enrolled to indicate the quality of performance in that course. Normally, the course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

The grading system used at the Si Tanka University is as follows:

<b><u>Grade</u></b>	<b><u>Point Value</u></b>	<b><u>Significance</u></b>
A	4.00	
B	3.00	
C	2.00	
D	1.00	Only for Undergraduate
F	0.0	Failure
AU	0.0	Audit
I	0.0	Incomplete**
R	0.0	Repeat
S	0.0	Satisfactory***
U	0.0	Unsatisfactory***
W/P	0.0	Withdrawn Passing

W/F 0.0 Withdrawn Failing

\*\* An incomplete "I" may be given in lieu of a grade when circumstances beyond a student's control have prevented completing a significant portion of the work of a course within the allotted time. The student's performance in the course must otherwise be satisfactory. An incomplete must be removed in a manner and within the time determined by the instructor. It may not be continued beyond one quadmester from the end of the quadmester in which the "I" is given. Failure of the student to remove the "I" by that date will result in an automatic grade of "F" being placed on the student's permanent transcript. An "I" cannot become a withdrawal "W".

\*\*\* Given only for classes using the Satisfactory/ Unsatisfactory Grading Option.

### ***Grade Point Average (GPA)***

The total quadmester hours in which grades of "A", "B", "C", "D" and "F" have been received at this institution divided into the corresponding total quality points earned constitute the student's cumulative grade point average (CGPA). Likewise, the student's GPA for any time period is found by dividing the credit hours in which grades other than "S" and "U" were received into the total quality points earned during that period. For example:

3 credit hours x A (4.0)	=	12.0 quality points
3 credit hours x B (3.0)	=	9.0 quality points
3 credit hours x C (2.0)	=	6.0 quality points
9 credit hours	=	27.0 quality points
27.0 total quality points/9 hours	=	3.0 GPA

The student's GPA indicates scholastic standing. Factors like effort, self-esteem, or placement prospects should be extraneous to the determination of grades.

### ***Attendance***

Students are expected to attend all classes. The penalties for missing classes without an approved excuse vary. Students should consult the respective course syllabus or their instructor. Students are responsible for all material covered or referred to in class whether they are present or absent. Students must contact their professor to determine whether or not the work can be made up. Illness or other circumstances that necessitate extended absence from class should be reported as promptly as possible to the course instructor and Department Chair. Class attendance will be monitored by the instructor or another designated staff member. For additional information regarding student course attendance, refer to the most recent version of the *Si Tanka University Student Handbook*.

### **Academic Regulations**

Academic regulations have a two-fold purpose:

- To prevent the dissipation of STU resources and time to students who fail to make reasonable academic progress.
- To facilitate the maintenance of high academic standards at the University.

## **SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)**

Even though Si Tanka University does not participate in any federal financial aids and grants programs, but it still complies the satisfactory academic progress policy (SAP) policy with federal regulations that in order to maintain eligibility for students receiving federal financial aid must be making toward the degree. The SAP policy governs the eligibility of all STU students for enrollment at the University.

STU's SAP policy serves as an accurate and honest measure of student success, assessing the completion of coursework toward degree or diploma attainment while providing early identification of students requiring additional academic support.

The three criteria for continued eligibility for federal funds are as follows:

- **Grade Point Average (GPA)**

After the completion of each quadmester (regardless of the number of credits accrued), an undergraduate student must maintain the required cumulative GPA of 2.0 and a graduate student must maintain the required cumulative GPA of 3.0 to receive federal financial aid. Students in programs that do not receive letter grades must receive a Pass (P) in all courses taken.

- **Maximum Time Frame**

The student must complete his or her educational program within a timeframe no longer than 150% of the published length of the educational program. A bachelor's degree program at STU is 120 credits and a master's degree is 36 credits.

Therefore a student must complete his or her program after attempting a maximum of 180 credits (including accepted transfer credits) for a 120 credit program and a maximum of 54 credits (including accepted transfer credits) for a 36 credit program.

Students who change academic programs or pursue additional degrees/certificates will have their allowable maximum timeframe adjusted on an exception basis. No student shall receive any financial aid for study beyond the maximum time frames.

- **Completion Rate**

Students must complete 67 percent of credits attempted. The percentage of completion is determined by dividing the total number of credits successfully completed by the total number of credits the student has attempted.

$$\text{Completion Rate} = \frac{\text{Credit hrs successfully completed}}{\text{Total Credit hrs attempted}}$$

Example: A student has attempted a total of 30 hours. In order for the student to be financial aid eligible he or she must have completed 21 hours ( $30 \text{ hrs} \times 67\% = 20.1$ ).

\*Grades that are considered successfully completed are A, B, C, D (undergraduate only), P.

## **Treatment of Grades and Classes**

### **Audits (AU)**

Audits are not treated as attempted or completed credits nor are they included in the GPA calculation.

### **Incompletes (I)**

Incompletes will initially count as attempted, but not completed, courses until the incomplete grade is replaced with a permanent grade and academic policy can be re-evaluated. Incompletes are not included in the GPA calculation.

### **Pass (P)/No Pass (NP)**

Pass grades will count as both attempted and completed credits. No pass grades are treated as attempted, but not completed, credits. Pass/no pass credits are not included in the GPA calculation.

### **Repeated Courses**

Financial aid does not count repeated courses when evaluating eligibility, except for failed courses and one repeat of a passed course.

If a student repeats a course in which a failing grade was received, the initial failing grade and the new grade will both be averaged into the student's GPA. Students should consult the University catalogue for additional information about repeated courses.

### **Transfer Credits**

Credit hours from another institution that are accepted toward the student's educational program will count as both attempted and completed hours. Transfer credits are not included in the GPA calculation.

### **Withdrawals (W)**

Withdrawals after the drop period are treated as attempted, but not completed, credits. Withdrawals are not included in the GPA calculation.

### **Monitoring satisfactory academic policy**

The Office of Registrar will evaluate the student's cumulative records for satisfactory academic policy at the end of each quadmester.

In accordance with federal regulations, students may appeal the finding that they failed to maintain satisfactory academic policy.

## **THE SAP APPEAL PROCESS**

All students who have their SAP appeal to the Office of Registrar in a subsequent period of enrollment. GPA, completion rate, and maximum time frame are all appealable. The SAP Appeal Form will be available online or in the Office of Registrar.

An appeal must be based on an extenuating circumstance or situation which prevented the student from completing/passing their courses, or which required that they withdraw from classes. A work conflict, repetitive withdraws and/or failures are not extenuating circumstances. The appeal form should:

Include information describing why minimum SAP standards have not been met and how the situation has changed so that SAP will be met at the next evaluation. Not being able to concentrate on college after being in high school is not an approved reason for not maintaining SAP.

- Second appeals must be based on a reason different from the first.
- Detail any extenuating circumstances; including supporting documentation from a third party (e.g., police reports, detailed hospital bill or physician's statement, death certificate, military deployment, etc.).
- Include enrollment plans at minimum for the next two periods of enrollment (e.g., number of credit hours, change in major, Academic Improvement Plan details, any other academic-related documentation, etc.), including an Academic Plan (DCP).
- Be complete and turned in to the Office of Registrar by the priority deadline for each period of enrollment.

An appeal may be approved only if the University has determined that the student will be able to meet the minimum SAP standards after the subsequent quadmester. In the future if STU is participating into any federal financial programs, approval of financial aid based on an appeal is normally granted one time during a student's academic career at STU. If a student has not achieved the minimum SAP standards after the first probationary period, the student may be ineligible for aid until the minimum SAP standards are achieved unless some progress on towards completing a degree is evident.

## **ACADEMIC PLAN FOR SAP IMPROVEMENT**

- An academic plan will, if followed, ensure that the student is able to meet SAP standards by a specific point in time that does not exceed three quadmasters of enrollment.
- The Academic Plan for SAP improvement includes targets and specific plans for improvement.
- The Academic Plan for SAP improvement may be a multi-quadmaster plan (up to three quadmasters). The student must adhere to it each and every quadmaster. Any deviation will make this plan void. Changes to a previous approved plan must be approved by the Office of Registrar.
- If it is not mathematically possible for a student to achieve minimum SAP standards within three quadmasters, they could be denied aids, if applicable.

### ***Academic Warnings, Probation & Suspension***

**Academic Warning:** At this time, the student is informed that they are in danger of or have already fallen below academic standards. They are advised to be more attentive to their studies and return to good standing. Students should increase their efforts towards their degree or re-evaluate their options. Seeking advice from a STU counselor or official is highly recommended. If good



academic status is not reestablished or improvements are not being made by the end of the quadmester the warning was issued, the University will issue a Final Academic Warning.

**Final Academic Warning:** Receiving this notice is an indication that the student has not made sufficient (or any) improvement towards their academic status or progress. Upon receiving this notice, the student must meet their academic counselor for an academic progress review. The student will be either barred or restricted (at the discretion of the Academic Dean) from the following activities:

- Registering for more courses beyond the minimum full time course load
- Removal from sports and other extracurricular activities
- Removal and/or ineligibility to hold office in any STU sanctioned organization

In addition to the above actions, students participating in any cooperative education or internship programs will have their employers notified of their academic progress and that withdrawal from the program will occur if there continues to be lack of improvement.

In situations of complete absence of progress (e.g. failing or not completing all enrolled courses), an Academic Final Warning can be issued forgoing all other warnings. Failure to reestablish good academic status or make improvements (at the discretion of the Academic Dean) by the end of the quadmester the final warning was issued will result in the student being placed into academic probation.

**Academic Probation:** Being placed in the status of Academic Probation entails the following restriction of privileges:

- Registering for more courses beyond the minimum full time course load
- Removal and/or ineligibility to hold office in any STU sanctioned organization
- Withdrawal from any cooperative education or internship programs and notification sent to employer
- Denial of annual vacation leave

Students in a state of academic probation are at risk of suspension from the University. Probation and the Final Academic Warning may be invoked concurrently if seen fit by STU officials. Probation will also be indicated on the student's academic records and grade reports. There are no more Academic Warnings after the first probation period goes into effect. If no progress is made towards academic improvement and the student is still below standards, the student may be placed on suspension.

**Academic Suspension:** A student on academic suspension is denied the privilege of enrolling at the Si Tanka University for the next quadmester after their probation period. After the suspension period, the student will be placed back on probation.

If it is evident that during the second probation an attempt at maintaining good academic standing is once again absent, the second suspension will be for no less than one academic year. The student

will then be required to apply for. Students who were suspended and granted readmission to the University will start their first term on probation.

**Notification of Probation and Suspension:** Indication of academic probation or suspension will appear on the student's grade report at the end of each quadmester and will also appear on the student's official transcript. An official letter of student status from STU will also indicate failure to meet academic standards. Si Tanka University will attempt to notify students via email to their STU email address and sending a letter to the home address. Failure to receive such notices does not negate the adverse action. Students are encouraged to ensure that their contact information with the school is always current.

Any student who, after conferring with his or her advisor and the Registrar, feels that he or she has been unjustifiably placed on probation or suspension may appeal for a change of status by written petition to the student's Department Chair. Petitions must be submitted to the Registrar's office within 30 days of the date on the notice. The Department Chair will start the process to reevaluate the student's status.

#### **Satisfactory Progress and Attendance for Veterans**

In order to be certified by the Department of Veterans Affairs for tuition assistance, a student must be enrolled in a full course of study. If, for some reason, the student desires to drop a course during the quadmester that would bring the course load below full time, permission must first be obtained from the student's academic advisor. Once the Registrar's Department is notified of the drop from full time to part time course load, it will notify the Veteran Affairs Office of the reduction.

#### ***Degree Requirements***

Course requirements for graduation are listed under each individual program. A student who is continuously enrolled, i.e. is registered for at least one course in a year, may choose the degree requirements to be satisfied from:

1. the catalog in effect when the student first enrolled or;
2. any subsequent catalog.
- 3.

A readmitted student may choose degree requirements to be satisfied from:

1. the catalog in effect when the student was readmitted or;
2. any subsequent catalog provided the student is continuously enrolled after readmission.

The total number of credit hours from courses taken at STU (except those on an "S/U" basis) and presented to meet the requirements for a specific degree, divided into the total quality points received, must equal to 2.0 or greater for Bachelor's and 3.0 or greater for Master's degrees.

A candidate for a degree, upon registering for the final quadmester of enrollment, must announce graduation candidacy to the Registrar by filing a formal Graduation Intent Form. At that time, the Registrar must be furnished with a list of all courses the student wishes to submit in fulfillment of the requirements for the degree. It is the responsibility of the candidate, after consultation with the

major department and the Registrar, to make sure that the courses fulfill all requirements for graduation. The student's major advisor, who certifies that the courses taken meet the requirements for the degree specified, must sign the Graduation Intent Form. Any arrangement involving a departure from the regular requirements for graduation requires the approval of the Academic Dean.

All fees, and financial, and academic obligations to STU must be resolved before a student will be awarded a degree or receive a transcript.

The University reserves the right to make curriculum changes. Assurance is given to students that proper measures will be employed to avoid hardships that may result from such changes. An annual degree check is available to all STU degree students who wish to verify their progress toward a degree.

Terminal transfer credits, i.e. credits earned at another college or university in order to complete the last degree requirements at the university, are not allowed except by approval of the Academic Dean when unusual circumstances appear to justify it. A student who anticipates the need for requesting terminal transfer credit should do so as soon as practical and in no event later than the time of filing the Graduation Intent form for a degree. The request should be addressed to the Academic Dean. It should contain a statement of the circumstances which, in the student's judgment, justify the request, and a specific statement of the program proposed for obtaining the terminal credits. Approval, if granted, will be of a specific program. The student is responsible for providing an original transcript of completed coursework from the approved institution. No degree will be awarded without completion of all conditions identified in the approval letter.

### **Students' Rights, Privileges and Responsibilities**

Students who enroll at Si Tanka University should do so with the realization that they are presumed to be serious and committed to academic purposes and are expected to conduct themselves as good citizens of the university community.

An effective guardianship of the health, general safety, and welfare of all students must be maintained.

The final responsibility for the accomplishment of these purposes must rest upon the administration and faculty of the institution who may prescribe certain rules and enforcement procedures for guidance toward these ends. Information concerning such rules and additional procedures is contained in the STU *Student Handbook* and in supplementary bulletins that may be published from time to time.

STU is committed to the full support of the rights of its students, including due process in student disciplinary matters. Detailed procedures designed to safeguard student rights and to guarantee fair and impartial treatment of any and all disciplinary cases are published in the STU *Student Handbook*. Methods developed to provide due process in student disciplinary matters are based on the 1967 joint recommendations of the American Association of University Professors, the

National Association of Students, and the National Association of Student Personnel Administrators; they conform to Title IX-Educational Amendments of 1972.

## **Student Services**

The mission of Student Services is to develop and provide access to programs that pertain to student lifestyle and culture in order to strengthen the bonds within in the student community and improve the overall student experience.

Some of the responsibilities and programs in the Student Services Office include:

- Alumni Services
- Job placement
- Academic advising
- Liaison with other educational institutions

### ***Alumni Services***

Our students' relationship with the University does not stop upon graduation. The Alumni Services Office works to foster and strengthen those lifelong relationships and keep them connected with the Si Tanka University. Whether it is attending an event, donating to a scholarship or referring a student, STU alumni lead the way.

### ***Alumni Association***

Alumni Services office works closely with the Alumni Association in its endeavor to support the advancement, growth and development of Si Tanka University. All graduates of STU are members of the STU Alumni Association, which is governed by a Board of Directors. For more information, please check:

[www.sitanka.us/alumni](http://www.sitanka.us/alumni)

### ***Job Placement***

The mission of the Career Services Office is that it is dedicated to assisting STU students and alumni in preparing and maintaining a successful career. Job placement services are available to graduates, currently enrolled students and former students. This office serves as a source for employment opportunities. The Job Placement program continues to receive information about a substantial number of career-oriented positions, thus, providing students the opportunity to match their majors or interests with related employment.

Services of the Job Placement program include, but are not limited to:

- **Résumé Assistance:** Résumé assistance is offered through workshops and by appointment. Regularly, the Career Services Office sponsors résumé building workshops and job fairs. All students and alumni are urged to attend.
- **Job Opportunity Listings:** Employers may email, fax, or mail any employment opportunities to the University. These openings will remain active until the position is filled

or until the employer is no longer interested. Students may find job listing posted online. This information is shared with alumni and department heads upon receipt.

- **Employer Resource Library:** The Career Services Office maintains an employment resource library that contains information on many of the local companies. Employers are encouraged to send information to be included in this library. Also, many of the employer applications are maintained within these files.
- **Career Search Counseling:** The Career Services Office maintains alumni and salary information for statistical purposes. The office is also available to do limited career search testing. Students are encouraged to contact their academic advisor for the most current developments within their field of study.

## **Library Services and Learning Resources**

In order to provide a vast array of electronic resources to STU faculty and students, the library subscribes to commercial library services that provide online resources: Jones E-global, LIRN and ELibrary. Each is described below.

A. E-Global Online Library Resources online collection provides the following access to STU students:

- The eLibrary "Academic Complete" electronic database provides students with 30 electronic databases that provide full-text articles, citations, and abstracts;
- 24,000 electronic books covering business and economics, computers, technology and engineering, humanities, life and physical sciences, and social and behavioral science; approximately 15 percent are on topics directly relating directly to business and economics;
- 124 research guides outlining the broad range of research resources available;
- 5,000 evaluated content-rich Web sites;
- 325 federal government sites that lead to more than 150,000 documents;
- 775 government agency sites; and
- Four tutorials that help students conduct research more effectively.

B. Within the LIRN online services the following resources are available.

Reference collection – The Reference library contains 112 titles.

Infotrac Databases – There are now over 75,000,000 articles in the Infotrac databases. It is estimated that there are over 150,000,000 articles, television and radio transcripts, photographs, video and audio clips, encyclopedias, books and reference titles in the collection.

Business Resource Center – Business and Company Resource Center is a fully integrated resource bringing together company profiles, brand information, rankings, investment reports, company histories, chronologies and periodicals. Predicast's PROMT and Newsletter databases are fully integrated in this database. Search this database to find detailed company and industry news and information. Business and Company Resource Center contains 4,090 periodical titles



Computer Database – This database contains computer-related product introductions, news and reviews in areas such as hardware, software, electronics, engineering, communications and the application of technology. There are 669 titles in this database.

Custom Newspapers – Indexing and full text for the London Times (1/97- ), Intl Herald Tribune (1/96- ), Atlanta Journal-Constitution (3/98- ), New York Times (11/00- ), Los Angeles Times (1996- ), Christian Science Monitor (1996- ), and St Petersburg (FL) Times (11/99- ).

General Business File – Analyze company performance and activity, industry events and trends as well as the latest in management, economics and politics. Access to a combination of broker research reports, trade publications, newspapers, journals and company directory listings with full text and images is available. The general business file includes 3,916 titles.

Health & Wellness Resource Center & Alternative Health Module – The Resource Center gives students access to magazines, journals, newspapers, definitions, directories, with information on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, Prescription Drugs, etc. Included are links to diet, cancer, and health assessment sites as well as government databases.

Health & Wellness Resource Center includes 886 journals. H&WRC also contains the health articles from 1000 general interest periodicals. There are also 300 full-text pamphlets. There are 28 reference titles. H&WRC also includes the Health & Lifestyle sections of approximately 30 newspapers. Also included in this database is an alternative health module.

Health Reference Center Academic – This database has articles on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, HMOs, Prescription Drugs, etc. There are 926 titles in the database.

LegalTrac contains 1,448 titles supporting paralegal and criminal justice programs.

Literature Database – Literature Resource Center provides access to biographies, bibliographies, and critical analyses of authors from every age and literary discipline. Combining Gale Group's core literary databases in a single online service, the Literature Resource Center covers more than 120,000 novelists, poets, essayists, journalists, and other writers, with in-depth coverage of 2,500 of the most-studied authors.

There are 269 titles linked to the MLA international bibliography, 22 reference titles, and 16 titles from the Scribner writer's series and the Twayne's Author series covering 552 authors.

Newsletters ASAP provides access to information from specialized business, industry and technology newsletters issued by various news services and industry watchers. There are over 500 full text newsletters in the database.

OneFile contains all of Gale Group publications – 10,070 titles to date.

Opposing Viewpoints Resource Center draws on the acclaimed social issues series published by Greenhaven Press, as well as core reference content from other Gale and Macmillan Reference USA sources to provide a complete one-stop source for information on social issues. Students have access to viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text magazine and newspaper articles. Opposing Viewpoints has over 200 reference titles including several specialized encyclopedias, 199 full-text periodicals, and 5 newspapers. OVRC also contains web sites, primary source documents and a statistics file. The database is also linked to the Academic ASAP database for document searches.

Student Resource Center Gold – This is a fully integrated database containing thousands of curriculum-targeted primary documents, biographies, topical essays, background information, critical analyses, full-text coverage of magazines, newspapers, over 20,000 photographs and illustrations, and more than 8 hours of audio and video clips. It includes the Student Resource Center-Health Module. The resource center also includes style writing guides and tutorials on research. The database has 1,268 tiles. Current information on titles in these databases is available at: [http://www.gale.com/title\\_lists/](http://www.gale.com/title_lists/). Online training resources concerning these databases are available at:

<http://support.gale.com/display/4/search.esp?tab=search>

C. The ELibrary: provides access to full-text articles and transcripts from more than 2,337 magazines, newspapers, books, and radio/TV programs, along with access to more than 250,000+ photographs and maps and over 20,000 unique educational audio/video resources. The ELibrary is a 100% full text, general research database. It contains more than 920 Magazines, 231 Newspapers, Maps, Books, Photos, Transcripts, Audio and Video Resources. It also contains the complete works of Shakespeare, other classic full-text literature resources and a Reference Desk with a Dictionary, Thesaurus, Encyclopedia and more. For ELibrary collection updates the user can go to: [www.proquestk12.com/pic/pdfs/elibtitlelist.pdf](http://www.proquestk12.com/pic/pdfs/elibtitlelist.pdf). For training on the use of the ELibrary the user can go to: [www.proquestk12.com/productinfo/elibrary.shtml#2](http://www.proquestk12.com/productinfo/elibrary.shtml#2)

ProQuest–Psychology – With complete information from over 400 top psychology and related publications, this database meets the needs of both students and mental-health professionals. All the source publications are available in the ASCII full-text format. Nearly all of them also offer articles in the full-image and Text+Graphics Science & Technology formats.

Research Library Complete – This is a comprehensive General Reference database. The major subject areas covered are; Arts, Education, General Interest, Health, Humanities, International, Law, Military, Multicultural, Psychology, Sciences, Social Science and Women's Issues. There are 3,723 titles in this database. To access updates on the research collection the library user can go to: <http://www.proquest.umi.com/pqdweb?PQT=317&SQ=&vDBID>

Books in Print Bowker Publishing – Books in Print provides librarians with access to all books and reviews.

As a result of the self study process, the University became aware of the need to establish a standing library advisory committee made up of faculty and administrators.

To formally monitor ongoing library usefulness and needs, the library intends to conduct an annual survey of student and faculty opinions on library resources and services in support of the academic and research endeavors. Survey instruments that have been used by other university libraries for this purpose are being collected and examined by the librarian; most are internet tools. Naturally, the STU survey will be customized to relate to the mission and the goals of this university; to create a uniquely STU instrument. The results of this survey effort will be compiled and distributed within the university community. Informally, user feedback on library resources, services and equipment are received through the library suggestion email box and other informal channels – online communication with librarian and staff; e-mail messages and “chat” input.

STU librarian is accessible either by telephone or e-mail during the following operation hours: 9 AM to 6 PM daily except Saturday, Sunday and holidays.

### **Code of Conduct**

The Si Tanka University is an academic community committed to fostering an environment of trust, respect and intellectual learning. All members of STU are responsible for the consequences of all their actions, including, but not limited to, those that defame, libel, injure or sexually harass others.

### ***Academic Integrity***

Work assigned to be completed such as projects assignments (group or individual), essays, research papers, or programming projects play a particularly important role in the learning and knowledge retention process. In recognition and reinforcement of this importance, instructors place significant weight in the grading process to this aspect of class work. It is thus essential that each student's work reflect his or her own capability. STU has consistently taken a strong stand on cheating, plagiarism, and other forms of dishonesty. Instructors retain considerable latitude in the penalties they may invoke for dishonesty. Usually, the **first time**, the student will receive a **0 grade** for that individual assignment. The **second time**, the student will receive an **‘F’ for that course**. The **third time**, the student will be **dismissed from the University**. Consequences are determined from a case-by-case basis by the University. Students involved in research must give proper credit for other people's ideas when presenting those ideas in their own writing. Research deals in ideas, just as banking deals in dollars, and it is equally vital to give an accurate accounting of each. Any student undertaking research must thoughtfully consider the University's policy on ethics in research. Utilizing another individual's work without giving proper credit or citation to the individual is considered plagiarism. The University has many methods and processes for detecting plagiarism. Students who plagiarize may be subject to remedial plagiarism avoidance trainings or expulsion from STU.

In order to constantly improve the standards of academic quality at STU, students must understand that they play an integral role in this process. If a student should witness dishonest behavior, he or she is expected to report that behavior to university officials. Failure to do so makes the witness as culpable as those committing acts of dishonesty.

## **Enforcing the Si Tanka University Code of Conduct (Refer to *the Student Handbook*)**

- Students' responsibility to enforce the STU Code

All students observing a violation of the STU Code are obligated to report the incident to the instructor involved, or to an appropriate faculty or staff if the alleged act is not associated with a specific class.

- Faculty and staff responsibility to enforce the STU Code

Each faculty or staff member who discovers a violation of the University's Academic Honesty policy is obligated to follow the procedures set forth by the University. The STU administration fully supports all faculty and staff members in adhering to these rules.

- Ethics Advocates

A group of students and faculty members shall be appointed by the Vice President to serve as Ethics Advocates. Ethics Advocates are charged with the following responsibilities:

1. Assisting in STU Code revisions and approval processes;
2. Facilitating distribution of the STU Code to all segments of the STU communities;
3. Assisting in the development and distribution of STU business ethics programs and informational materials.

## **Verification of Student Identity**

The purpose of this policy is to ensure that Si Tanka University operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning.

All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- A secure login and pass code;
- Proctored examinations; and/or
- New or emerging technologies and practices that are effective in verifying student identification.

All methods of verifying student identity in distance learning must protect the privacy of student information. If any fees associated with the verification of student identity will be charged to students, they must be notified of these charges in writing at the time of registration or enrollment.



## Complaint and Grievance Policies

The Si Tanka University complies with Federal regulations (Title IX of the Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the American Disabilities Act of 1992) designed to provide equitable treatment of all students regardless of race, national origin, sex, age, sexual orientation, or disability. It is committed to the ideal that all students should have recourse from unfair and improper action on the part of any member of the University community. The University believes many complaints can be resolved through an open, honest dialogue between the persons involved. Students are strongly encouraged to resolve any concern informally through the appropriate department or division administrator. If needed, the Registration Office will direct the student to the appropriate department or division administrator to initiate the informal process. The administrator will work with the student to resolve the student's question, concern, or complaint. If the student is not satisfied with the discussion and any suggested resolution, the student may file a formal complaint.

Student complaints or grievances are handled through one of two procedures depending on the nature of the grievance – **academic** (not include grade or evaluation dispute) and **non-academic or non-grade** related. When a grade or evaluation dispute occurs, students are required to file their written petition or grievance within 60 days to the Chair of the appropriate academic department after the grade has been rendered. Petitions or grievances initiated after the 60 day deadline will not be considered. Based upon professional judgment, the instructor is solely responsible for the grade assigned. No instructor may be directed to change a grade unless a mistake, fraud or bad faith by the instructor is proven. The burden of proof for the existence of mistake, fraud or bad faith on the part of the instructor is the responsibility of the student. A student who believes University academic regulations including University grading procedures and/or grading criteria have not been followed must attempt to resolve the issue by discussing the differences of opinion with his/her instructor as a first step. If the student is unable to reach agreement with the instructor, the student may take the complaint to the department chair and then, if no resolution is reached, to the Academic Dean, whom will make the final decision.

An **academic complaint** is any non-civil rights related complaint generated by an individual student concerning the work-related activities of any faculty member except for grade evaluation. The informal process is to provide information to the student that will assist the student and instructor in mutually resolving the concern or problem. If the student is not satisfied with the discussion and suggested resolution, the student may file a formal complaint against the faculty member. Any formal complaint must refer to actions of the Faculty member within the course and scope of his/her employment. A grade change request based strictly upon academic considerations shall not be considered a complaint against a Faculty member. If the student believes the decision offered by the faculty member or the faculty member's supervisor through the informal process did not provide a resolution, the student may then use the formal complaint process.

Students should make every attempt to pursue concerns in a timely manner and should be reported within 30 calendar days from the date the decision was provided to the student.



**Formal Process:** A student may petition the Academic Dean in writing to resolve a complaint not resolved during the informal process. The petition must be as well defined, objective as possible and contain the following information:

1. Name of the faculty member.
2. Statement of facts and nature of the formal complaint.
3. Date(s) of the incident(s).
4. Resolution being sought by the student(s).
5. Name of the student(s) filing the formal written complaint.
6. Signature of the student(s) and the date submitted.

The Academic Dean will either make a decision or refer the matter to the Academic Committee. Should the Academic Dean refer the issue to the Academic Committee, the committee will review the complaint and make a determination on the issue. The decision/recommendation of the committee will be communicated to the Academic Dean in writing. The Academic Dean will review the decision/recommendation and communicate it to the student in writing.

**Appeals Process:** A student complaint arising from an action of the Academic Committee must be addressed in writing to the Academic Dean. Following receipt of the decision taken by the committee by the student, the student must file a written appeal to the Academic Dean within 10 calendar days or the complaint is waived. The Academic Dean may refer the appeal back to the committee for review or to the Appeals Committee for consideration and recommendation. If the appeals process is initiated, the following protocol will be followed:

1. The chair of the Academic Committee or Appeals Committee provides the student with written notice of the hearing not less than seven calendar days prior to the hearing.
2. The student must present all relevant evidence at the hearing and may be accompanied by a faculty advisor of his/her choice.
3. The recommendation of the Academic Committee or Appeals Committee is submitted in writing to the Academic Dean.
4. The Academic Dean, after review of the record and recommendation(s), renders a decision and notifies the student in writing.
5. The decision of the Academic Dean is final.

A **non-academic or non-grade** complaint may be a complaint related to civil rights, services, violation of FERPA Regulations, or other complaints not academic in nature. This include: any act or threat of intimidation, discrimination or harassment; any act or threat of physical aggression; arbitrary action, violation of student rights, or imposition of sanctions without proper regard to University policy as specified in the Education Code, Board Policy, and/or Administrative Procedures; violation of Title IX and any violation of Section 504 with reference to the rights of disabled students.

**Formal Process:** If the student is not satisfied with the outcome of that attempt, then he or she should submit a formal complaint, within 30 business days after the attempt to resolve the issue to the Academic Dean.

Step 1: The petition must be as well defined, objective as possible and contain the following information:

1. Name
2. Date
3. Brief description of the incident being grieved
4. Remedy requested
5. Signed and informal remedy attempted by student and outcome

*If the grievance is against the Academic Dean, the student shall file the grievance with the Office of the President.*

Step 2: The Academic Dean will investigate the matter and supply a written response to the student within 30 business days.

Step 3: Appeal of Staff Response: If a student is unsatisfied with the response from the Academic Dean, the student may appeal the decision to the President of the University. The University staff has no right to appeal.

a. A student shall file a written appeal to the President within ten business days of receiving the response from the Academic Dean.

b. The appeal will be decided based entirely on documents provided by the student and the administration; therefore, the student must ensure that he/she has provided all relevant documents with his/her appeal.

c. At the President's sole discretion, grievance appeals will be held in one of the following two ways:

1. The President may review the information provided by the student and administration and make the final decision; or
2. The President may appoint a cross-functional committee comprised of five members, including one chair, to make the final decision.

d. The decision of either the President or the cross-functional committee shall be made within ten business days of receipt by the President of the appeal.

e. Whichever process is chosen by the President, the decision of the grievance appeal is final. Retaliation against a student for filing a grievance is strictly prohibited.

## **Administrative Policies**

### ***School Closing***

Normally, a decision on closing is made early in the morning of the affected day. Once the decision is made, the media are notified and notices begin appearing on the radio and TV at 7 am. Shortly thereafter, the web site and answering machine will be updated. The notices all expire at midnight. The next day's status may not appear until after 7 am or until a new determination is made. It is university policy to reschedule these days when, and if, an excessive number of class days must be canceled because of inclement weather.

### ***Transcript Validation***

A transcript is official only when imprinted with the embossed, dated seal of the Registration Office of Si Tanka University and the signature of the Registrar. Official transcripts bear a University ink stamp. This record is for the recipient only and may not be reproduced.

### ***Immunization***

The South Dakota legislature passed a law requiring ALL entering students at institutions of higher education to have an initial bacterial meningitis vaccination or booster during the five-year period preceding and at least 10 days prior to the first day of the first semester or submit an affidavit for an exemption. Vaccinations older than 5 years will require a booster.

### ***Family Educational Rights and Privacy Act of 1974 (FERPA)***

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that protects the privacy of student education records. In accordance with regulations issued under FERPA, the Si Tanka University provides notification to our enrolled students of their rights under FERPA, as well as an explanation of the exceptions under FERPA that allow the University to disclose information from the student's education record without consent. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives the written request. Students should submit a written request to the registrar that clearly identifies the record (s) they wish to inspect. The registrar will make arrangements for access and notify the student of the time and place where the record (s) may be inspected.
2. The right to request the amendment of education records that the student believes are inaccurate or misleading. Students may request that the University amend a record by writing a letter to the registrar clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Disclosures can be made without student consent to the following: school officials

with legitimate educational interests; accrediting agencies or organizations conducting educational studies; personnel in connection student applications for, or receipt of , financial aid; public authorities with a judicial order or subpoena for such information; those involved in an emergency situation if the information is necessary to protect the health or safety of students or other persons; and directory information services.

4. Si Tanka University has designated the following as directory information:
  - Name of student
  - Address of a currently enrolled student
  - Major field of study
  - Dates of enrollment
  - Degrees and dates conferred
  - Academic honors and awards received
5. If students do not wish the University to release directory information, they must submit a request in writing to the University Registrar for non-disclosure of directory information.
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Si Tanka University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

All questions with respect to a student's rights under FERPA should be directed to the Registrar's Office.

### ***Change of Name and Address***

It is the student's responsibility to maintain current contact information (address, phone and email) on their STU account. The University must have up-to-date information on file for mailing important correspondence or for use in the event of an emergency. The student's address should reflect the location at which they wish to receive all correspondence.

Students can submit address changes online. Addresses are validated through the University at point of entry to prevent errors and ensure USPS requirements are met. If an address cannot be submitted and all fields have been verified as accurate, the student may contact the Registration Office for assistance.

To change your name, you must submit the legal documentation to the Registrar's Office with the official declaration of your name change (e.g., copy of new driver's license, marriage license, divorce decree, or other legal document).

### ***Dean's List***

An Honor Roll of undergraduate students who earn 12 credits hours and graduate students who earn 9 credit hours with a 3.5 or higher CGPA is released at the end of each quadmester. At least half of those credit hours must have been assigned letter grades.

Undergraduate students who earn 12 credits hours and graduate students who earn a CGPA of 3.9 or better while carrying at least 9 hours will be named to the Dean's List.



## **COURSE CODES**

A course is recognized by its prefix (e.g., “ACC 500”), and its full title (e.g. “Financial Accounting Analysis”). The prefix is composed of two parts, a letter part indicating a field of study, and a numeric part indicating the level to which the course belongs. Thus,

ACC	=	Accounting
ANT	=	Anthropology
ART	=	Art
COM	=	Management Communications
CSC	=	Computer Science
ECO	=	Economics
FIN	=	Finance
HST	=	History
IFS	=	Information Systems Technology
LAW	=	Law
MAT	=	Mathematics
MGT	=	Business Management
MKT	=	Marketing
PHI	=	Philosophy
POL	=	Political Science
SCI	=	Nature Sciences
SOC	=	Social Sciences
STA	=	Statistics

Generally, the numbering system works as following:

001 – 099	Non-credit Courses
101 – 499	Bachelor Courses
501 – 599	Master Courses

## **Undergraduate Programs**

## **Admissions**

Application for admission must be submitted to the Admissions Office. The Admissions Department places particular emphasis upon the following:

1. Completed/signed application form;
2. Non-refundable \$75 application fee;
3. Secondary or high school transcript
4. Test results of the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT) (for reference and guidance) (Optional)
5. College transcripts
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.

## **English Proficiency Requirements**

A minimum score of Test of English as a Foreign Language (TOEFL) 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS) or 44 on the PTE\*\* Academic Score Report.

If a student does not fulfill the University's English proficiency requirements, he or she must take STU's English Placement Test. Students may register for it through their advisor. The English Placement Test will assess student skills and correlate them with a recommended English Proficiency Program course.

## **Transfer Policy**

- Minimal acceptable grades are: 'C' for undergraduate.
- Si Tanka University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:

A maximum of three-fourths of the credits required may be awarded for transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test-out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

## **Graduation Requirements**

All Bachelor's degree require the successful completion of a minimum of 120 credit hours with a 2.0 CGPA. The Chair of the appropriate department must approve the course sequence and program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

## **Bachelor of Business Administration (BBA)**

**Course requirements: 120 credit hours**

The BBA degree at Si Tanka University is intended to prepare graduates for responsible managerial roles within a variety of organizational settings. While many students will apply the knowledge and skills they acquire in their undergraduate studies directly to their current or future occupations, the curriculum is designed to afford breadth and depth in the complexities of governmental, industrial, educational, commercial, health services, and voluntary organizations.

The concentrations in the Bachelor of Business Administration degree are: Finance and Management.

### ***General Studies Courses: 60 credit hours***

(Courses marked with “\*” are required.)

#### **English: minimum 9 credit hours**

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

#### **Analytical Reasoning: minimum 9 credit hours**

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

#### **Cultural Studies: minimum 6 credit hours**

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

#### **Arts & Humanities: minimum 6 credit hours**

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy
PHI 301	Logic
PHI 302	Ethics

**Natural Sciences: minimum 6 credit hours**

SCI 124	Introduction to Chemistry
SCI 134	Introduction to Biology
SCI 144	Introduction to Physics
SCI 154	Introduction to Geology
SCI 164	Introduction to Environmental Science

**Social & Behavioral Sciences: minimum 6 credits**

POL 120	American Political Thoughts
POL 130	Climate Changes and International Politics
SOC 300	Social Psychology
SOC 313	Law and Society

**Concentrations: 45 credit hours*****Finance***

ACC 201	Introduction to Financial Accounting
ECO 201	Principles of Microeconomics
ECO 202	Principles of Macroeconomics
FIN 201	Finance Theory
FIN 301	Financial Law
FIN 333	Financial Quantitative Methods
FIN 356	Financial Capital
FIN 380	Entrepreneurship
FIN 411	Investment
FIN 420	Real Estate Finance
FIN 422	Corporate Finance
FIN 423	International Trade
MGT 201	Principles of Management
MKT 201	Marketing Principles
MKT 307	Contemporary Globalization

***Management***

ACC 201	Introduction to Financial Accounting
ECO 201	Principles of Microeconomics
ECO 202	Principles of Macroeconomics
FIN 201	Finance Theory
FIN 301	Financial Law
IFS 220	Information Policy
MGT 201	Principles of Management
MGT 300	Strategic Planning
MGT 312	Human Resource Management
MGT 313	Teams, Groups and Leadership



MGT 412	Managerial Psychology
MGT 450	International Management
MGT 472	Operations Management
MKT 201	Marketing Principles
MKT 307	Contemporary Globalization

**Electives: 15 credit hours**

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)

## **Bachelor of Science in Information Technology (BSIT)**

### **Course Requirements: 120 credit hours**

The Bachelor of Science in Information Technology program is designed to provide students with both the theoretical knowledge and technical skills required by today's information technology professionals. This program assures that the graduates are adequately prepared to enter and continue to practice in the field of Information Technology. Students learn about multimedia technology, the Internet, web site design, computer-based systems, computer networks, data communications, network security, databases, application development and code programming.

The concentrations in the Bachelor of Science degrees in Information Technology are Computer Science and Management Information Systems.

### ***General Studies Courses: 60 credit hours***

(Courses marked with “\*” are required.)

#### **English: minimum 9 credit hours**

COM 303	Intercultural Communications
COM 305	Writing for the Internet
ENG 111*	College English I
ENG 112*	College English II
ENG 113*	Introduction to Speech

#### **Analytical Reasoning: minimum 9 credit hours**

MAT 103*	College Algebra
MAT 114	Mathematics for Computer Science
MAT 231*	Calculus
STA 201*	Introduction to Statistics

#### **Cultural Studies: minimum 6 credit hours**

ANT 122	Introductory Anthropology
ANT 214	Human Evolution
ANT 219	Environmental Anthropology
HST 111	Early American History
HST 112	Islam and the Middle East
HST 213	History of Traditional East Asia

#### **Arts & Humanities: minimum 6 credit hours**

ART 115	Modern Art History
PHI 201	Introduction to Western Philosophy
PHI 301	Logic

PHI 302 Ethics

**Natural Sciences: minimum 6 credit hours**

SCI 124 Introduction to Chemistry  
SCI 134 Introduction to Biology  
SCI 144 Introduction to Physics  
SCI 154 Introduction to Geology  
SCI 164 Introduction to Environmental Science

**Social & Behavioral Sciences: minimum 6 credits**

POL 120 American Political Thoughts  
POL 130 Climate Changes and International Politics  
SOC 300 Social Psychology  
SOC 313 Law and Society

**Concentration: 45 credit hours**

***Computer Science***

CSC 121 Computer Science I  
CSC 122 Computer Science II  
CSC 210 Database Management  
CSC 211 Introduction to Digital Logic Design  
CSC 224 Principles of Programming Languages  
CSC 261 Introduction to Algorithm  
CSC 325 Operating Systems  
CSC 327 Data Structure  
CSC 331 Computer Architecture  
CSC 332 Data Communication  
CSC 345 Computer Graphics  
IFS 427 The Laws in Cyber Space  
IFS 435 Cyber Intelligence  
IFS 442 Software Engineering  
MKT 377 E-Commerce

***Management Information Systems***

ACC 201 Introduction to Financial Accounting  
CSC 121 Computer Science I  
CSC 122 Computer Science II  
CSC 210 Database Management  
CSC 331 Computer Architecture  
FIN 201 Finance Theory  
IFS 101 Information Systems Principles  
IFS 220 Information Policy

IFS 337	Principles of Decision Making
IFS 377	Data Mining
IFS 411	Cyber Security
IFS 427	The Laws in Cyber Space
IFS 435	Cyber Intelligence
IFS 442	Software Engineering
MGT 201	Principles of Management
MKT 377	E-Commerce

**Electives: 15 credit hours**

Professional Electives (Choose 5 undergraduate courses from ACC, MGT, CSC, ECO, FIN, IFS, MKT)

# **Graduate Programs**



## **Admissions**

Application for admission must be submitted to the Admissions Office. A graduate application must:

1. Completed/signed application form;
2. Non-refundable \$75 application fee;
3. College transcripts;
4. Have a bachelor's degree from an accredited institution or the equivalent from a foreign college or university;
5. Have a 2.5 G.P.A or above. If an applicant's undergraduate G.P.A. is less than 2.5, extensive review and approval from the Admissions Committee is required.
6. Two letters of recommendation from the applicant's principal, teachers, employers or guidance counselor.
7. If potential graduate students have taken the GMAT or GRE and submit their scores, this will enhance the opportunity for admissions.

## **English Proficiency Requirements**

A minimum score of Test of English as a Foreign Language (TOEFL) 71 on the Internet Based Test (iBT), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report.

If a student does not fulfill the University's English proficiency requirements, he or she must take STU's English Placement Test. Students may register for it through their advisor. The English Placement Test will assess student skills and correlate them with a recommended English Proficiency Program course.

## **Transfer Policy**

- Minimal acceptable grades are: 'B' for graduate.
- Si Tanka University will only accept credits within the most recent 7 years or fewer. The maximum numbers of credit transfer are:

A maximum of one-half of the credits required for master's degrees may be given through transfer credit or a combination of transfer credit and experiential or equivalent credit (including challenge/test out credits). For no student, however, may the credit given for experiential or equivalent learning (including challenge/test out credits) exceed one-fourth of the credits required for a degree.

## **Graduation Requirements**

All Master's degree require the successful completion of a minimum of 36 credit hours with a 3.0 CGPA. The Chair of the appropriate department must approve the course sequence and program completion. All financial obligations to the University must be fulfilled before a student will be permitted to graduate.

## **Master of Science in Computer Science (MSCS)**

The Master of Science (MS) in Computer Science program is intended for people who wish to broaden and deepen their understanding of computer science. This lauded graduate computer science program furnishes students with an in-depth understanding of core and advanced topics in computer science. The curriculum provides a solid foundation and training for both academically oriented students and students with professional goals in the many business, industrial and governmental occupations that require advanced knowledge of computer theory and technology. The ultimate goal of the program is to assist students to discover what it takes to become an innovator and leader who can thrive on the cutting edge of technology and computing.

### **Course Requirements: 36 credit hours**

#### **Cornerstone Courses: 15 credit hours**

CSC 511	Computer Architecture
CSC 512	Operating Systems
CSC 513	Data Structure
CSC 514	Database Theory
IFS 500	Information Technology for Managers

#### **Concentration (choose 7)\*\*: 21 credit hours**

CSC 521	Artificial Intelligence
CSC 537	Data Communications
CSC 540	Programming Languages Principles
CSC 543	Software Engineering
CSC 545	Programming Languages Topic: Java
CSC 552	Computer Graphics
CSC 553	Digital Electronic
CSC 561	Man-Machine Studies

\*\* In selecting concentration courses, students are advised to consult with the Chair of the Information Technology Department.

## **Master of Business Administration (MBA)**

### **Course Requirements: 36 credit hours**

The Si Tanka University's Master of Business Administration Program prepares students for management and leadership positions in "old" and "new" economy businesses throughout the world. MBA students are exposed to a balanced emphasis, a solid foundation that includes business fundamentals, tools and models useful for making decisions, and a healthy exposure to information technology.

Each MBA Program is comprised of twelve three-credit courses (36 credit hours) and is divided into two groups of courses. The first group, or "Cornerstone Courses," provides students with a solid academic foundation upon which the second group, or "Concentration Courses," is built. The second group, or "Concentration Courses," allows students the opportunity to develop further a specific area of interest. Currently, STU offers two areas of concentration: Finance and Management. With rare exceptions, students are required to follow the course sequence as shown below. STU expects students complete their requirements in the order of cornerstone and concentration courses.

### ***Finance***

#### **Cornerstone Courses: 15 credit hours**

ACC 500	Accounting for Managers
MGT 500	Principles of Management
COM 500	Managerial Communication
FIN 500	Financial Management
IFS 500	Information Technology for Managers

#### **Concentration (choose 7)\*\*: 21 credit hours**

FIN 506	Financial Statement Analysis
FIN 517	Financial Theory
FIN 534	Financial Institutions and Markets
FIN 551	Portfolio Management
FIN 552	Investment Analysis and Management
FIN 562	Entrepreneurial Finance
FIN 599	Finance Project
LAW 510	Law and Legal Reasoning
MKT 510	Electronic Commerce

\*\* In selecting concentration courses, students are advised to consult with the Chair of the Finance Department.

### ***Management***

#### **Cornerstone Courses: 15 credit hours**

ACC 500	Accounting for Managers
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MGT 500	Principles of Management
COM 500	Managerial Communication
FIN 500	Financial Management
IFS 500	Information Technology for Managers

**Concentration (choose 7)\*\*: 21 credit hours**

ECO 533	International Economics
ECO 540	Climate Changes and Economy
FIN 562	Entrepreneurial Finance
LAW 510	Law and Legal Reasoning
MGT 520	Human Resource Management
MGT 522	Strategic Management
MGT 525	Organizational Behavior
MGT 531	Business Intelligence
MGT 544	Managerial Psychology
MKT 510	Electronic Commerce

\*\* In selecting concentration courses, students are advised to consult with the Chair of the Management Department.

## **Course Descriptions**





## **Accounting**

### **ACC 201 Introduction to Financial Accounting (3 Cr.)**

This course is an introduction to concepts on financial accounting, and principles for analyzing the three basic financial statements: the income statement, balance sheet, and statement of cash flows. It covers the preparation of timely, relevant, and reliable reports for decision makers to make important decisions. Important business operations that impact financial positions of firms will be introduced.

No prerequisite.

### **ACC 500 Accounting for Managers (3 Cr.)**

This course focuses on using accounting information for strategic, tactical, and operating decisions for decision makers within an organization. It is a study of financial statement analysis, accounting information systems and accounting principles as they apply to managers. It covers the accounting methods utilized by corporations and the utilization of accounting data for cost accounting, decision making, and planning and control.

No prerequisite.



## **Anthropology**

### **ANT 122 Introductory Anthropology (3 Cr.)**

This course focuses on the variety found in the human condition around the world and the evolutionary biological study of human social behavior. It covers all aspects of humankind and other primates in all places and times. Archaeology, cultural anthropology, linguistics and physical anthropology and their relationship to human beings will be discussed.

No prerequisite.

### **ANT 214      Human Evolution (3 Cr.)**

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

No prerequisite.

### **ANT 219      Environmental Anthropology (3 Cr.)**

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

No prerequisite.



### **Art**

### **ART 115      Modern Art History (3 Cr.)**

This course is an introduction to the western contemporary art that comprise 19th- and 20th-century modern art. It will be a detailed survey of the beginning of art, including painting, sculpture, architecture and photography as well as recent developments in the idea of medium such as conceptual art. The focus will be heavily theoretical, but it will also require students to acquire some basic historical knowledge of contemporary events.

No prerequisite.



## **Communications**

### **COM 303 Intercultural Communications (3 Cr.)**

This course provides an introduction to intercultural communication theories and methods. It covers barriers to successful communication that involve cultural differences and focuses on the application of theory and research to intercultural communication. The influence of cultural elements on individuals, groups, and organizations will also be discussed.

Prerequisite – ENG 111, ENG 112

### **COM 305 Writing for the Internet (3 Cr.)**

This course is designed for the learning of the principles, research, and practices of creating and publishing work on the cyberspace. It also will cover the principles of and research on effective Web rhetoric as well as explore Internet publications that most resemble traditional print publications.

Prerequisite – ENG 111, ENG 112

### **COM 500 Managerial Communication (3 Cr.)**

This course examines the roles of communication networks and strategies in managerial decision making. It studies the challenges exist for creating and implementing effective communication both inside and outside organizations. It also focuses on the role of the communication skills in managing change, organizational conflict, and corporate cultures.

Prerequisite – Permission from Instructor



## **Computer Science**

### **CSC 121 Computer Science I (3 Cr.)**

This first course in computer science develops foundational skills in computer programming to an audience with no prior computer experience. It introduces the process of developing algorithms to solve problems, and the corresponding process of developing computer programs to express those algorithms. Specific topics covered include the following: expression of algorithms in pseudo code and a programming language and functional and imperative programming techniques.

No prerequisite.

### **CSC 122      Computer Science II (3 Cr.)**

This course continues introduction to basic computer science concepts begun in Computer Science 1. Essentially, this course covers the use of object-oriented programming to design and implement software solutions. Concepts taught include pointers, classes, operator overloading, inheritance, and polymorphism and a high-level language will be used as a vehicle for the further development of these concepts.

Prerequisite – CSC 121

### **CSC 210      Database Management (3 Cr.)**

This course covers fundamentals of database architecture, database management systems, and database systems. It focuses on the development of well-formed databases for the purpose of data management from the initial design of the database to the implementation and query. Web based database applications are also introduced.

Prerequisite – CSC 122

### **CSC 211      Introduction to Digital Logic Design (3 Cr.)**

This course introduces the basics of electronics and digital systems and is designed to expose students to engineering design and troubleshooting techniques that are used in the electronics field. It covers the basic methods for the design of digital circuits and provides the fundamental concepts used in the design of digital systems. Emphasis is placed on computer components such as adders, comparators, multiplexors, memory, counters, and bus-related circuits.

Prerequisite – CSC 122

### **CSC 224      Principles of Programming Languages (3 Cr.)**

This course covers the fundamental concepts underlying design of programming languages. It focuses on the formal specification of programming languages such as: syntax, analysis, and semantics; evolution of programming languages and concepts; names and scope; data representation; evaluation sequence at expression, statement, and subprogram levels.

Prerequisite – CSC 122

### **CSC 261      Introduction to Algorithm (3 Cr.)**

This course introduces the techniques for designing efficient computer algorithms and analyzing their running times. It focuses on the particular algorithms for sorting, searching, set manipulation, arithmetic, graph problems, pattern matching. Methods for showing lower bounds on computational complexity will be discussed.

Prerequisite – CSC 122



### **CSC 325      Operating Systems (3 Cr.)**

This course provides the fundamental principles of operating system design and implementation. The two fundamental tasks of an operating system – to manage a computer's resources and to provide applications with an abstract interface to these resources will be discussed. This course focuses on major OS subsystems: process management, memory management, file systems, and operating system support for distributed systems.

Prerequisite – CSC 122

### **CSC 327      Data Structure (3 Cr.)**

The course provides the concept of data abstraction and the problem of building implementations of abstract data types. It focuses on logical structures of data, their physical representation, design and analysis of algorithms operating on the structures, and techniques for program development and debugging.

Prerequisite – CSC 122

### **CSC 331      Computer Architecture (3 Cr.)**

This course presents the structure and behavior of the various functional modules of the computer with respect to hardware design and instruction set architecture. It also explores the interface between a computer's hardware and its software as well as provides system-level context for students interested in emerging technologies and digital circuits.

Prerequisite – CSC 122

### **CSC 332      Data Communication (3 Cr.)**

This course introduces the basic concepts, theories and components in data communications such as protocols, network equipment and the infrastructure. It covers the design and evaluation of computer networks using current trends in hardware and software. Topics include data transmission, signal encoding techniques, digital data communication techniques, optical fiber communications.

Prerequisite – CSC 122

### **CSC 345      Computer Graphics (3 Cr.)**

This course provides students the basic concepts necessary for successful use of the computer as a graphic tool. It covers topics such as survey of the applications of computer graphics, video games, the renderers behind Hollywood's special effects, graphics art and design, 2-dimensional and 3-dimensional display techniques and an examination of computer graphics technologies.

Prerequisite – CSC 122



### **CSC 511      Computer Architecture (3 Cr.)**

This course provides an understanding of modern computing technology through an in-depth study of the interface between hardware and software. It demonstrates the computer architecture from the application programs down to the hardware levels. Topics covered are applications of digital logic circuits, register transfer logic and assembly language to the design and operation reviewed.

Prerequisite – Permission from Instructor

### **CSC 512      Operating Systems (3 Cr.)**

This course introduces the facilities provided in modern operating systems. It examines the issues in operating system design and implementation such as inter-process communication, process scheduling, deadlock, memory management, virtual memory, file systems and distributed systems. Particular emphasis will be given to the major OS subsystems.

Prerequisite – CSC 511

### **CSC 513      Data Structure (3 Cr.)**

This course covers data structures and associated algorithms that allow complex tasks to be solved in simple and elegant ways. It focuses on program design and organization ideas such as abstract data types, data structures and object-oriented programming. Topics include are: lists, stacks, queues, heaps, dictionaries, maps, hashing, trees and balanced trees, sets, and graphs.

Prerequisite – CSC 511

### **CSC 514      Database Theory (3 Cr.)**

This course provides the understanding of the fundamentals of relational systems including data models, database architectures, and database manipulations. The main subjects of the course include the understanding of relational database theories, industry standard SQL, and database design. A conceptual/semantic data modeling with the entity-relationship diagramming technique is also covered.

Prerequisite – Permission from Instructor

### **CSC 521      Artificial Intelligence (3 Cr.)**

This course is an introduction to the basic principles, techniques, and applications of Artificial Intelligence. It focuses on the materials on AI programming, logic, search, game playing, machine learning, natural language understanding, and robotics introduce the student to AI methods, tools, and techniques, their application to computational problems.

Prerequisite – CSC 511

**CSC 537      Data Communications (3 Cr.)**

This course provides the foundation for work in data communications and local area network management. It focuses on the primary aspects of data communications networking, including a study of the Open Systems Interconnection (OSI) and Internet models. Topics include in this course are: data transmission principles, media, major protocols, topologies, routing methods, introduction to networking principles, and Network operating system management fundamentals.

Prerequisite – CSC 511

**CSC 540      Programming Languages Principles (3 Cr.)**

This course presents the principles of programming language design, and programming in multiple paradigms, including functional programming, logic programming and object-oriented programming. It focuses on programming language specification and semantics such as language models, functional, object-oriented, logic, string, and concurrent programming.

Prerequisite – Permission from Instructor

**CSC 543      Software Engineering (3 Cr.)**

This course covers the software engineering methods and tools used for systematic development of software products. It focuses on the software development process, from requirements initiation and analysis, through specification and design, to implementation, integration, testing, and maintenance. It also provides a solid introduction to design patterns: their usage, benefits and implementations.

Prerequisite – CSC 540

**CSC 545      Programming Languages Topic: Java (3 Cr.)**

This course provides an overview to basic concepts and techniques of programming in Java. It focuses on the fundamental areas of software development: syntax, control-flow mechanisms, keyboard and mouse interactions, object modelling, and debugging. Topics covered include the Java language syntax, object oriented programming using Java, exception handling, file input/output, threads, collection classes, and networking.

Prerequisite – CSC 540

### **CSC 552      Computer Graphics (3 Cr.)**

The course is an introduction to theory and praxis of computer graphics. It covers the fundamental concepts and terminology for creating and editing basic electronic paint and draw-type graphics. It introduces techniques for 2D and 3D computer graphics, including modeling and representation, illumination and shading, rendering, texturing, and advanced software tools.

Prerequisite – CSC 511

### **CSC 553      Digital Electronic (3 Cr.)**

This course covers the principles of digital electronics and the electronic circuits that are used to process and control digital signals. It focuses on the design process of combinational and sequential logic design, engineering standards, and technical documentation. Topics include are: Boolean algebra, basic gates, logic circuits, flip-flops, registers, arithmetic circuits, counters, interfacing with analog devices, and computer memory.

Prerequisite – CSC 511

### **CSC 561      Man-Machine Studies (3 Cr.)**

This course explores the new forms of human-computer interaction based on measurement of brain function and properties. It also introduces methods for extracting rules or learning from data and analysis of integrated man-machine systems. Basics of both supervised and unsupervised learning paradigms will be covered in this course.

Prerequisite – Permission from Instructor



## **Economic**

### **ECO 201      Principles of Microeconomics (3 Cr.)**

This course provides analysis of the behavior of individual economic agents. It introduces the terminology and analytic principles used in microeconomics, which is broadly defined as the study of markets, and to the application of these conceptual tools to several policy issues. It focuses on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply.

No prerequisite.

**ECO 202      Principles of Macroeconomics (3 Cr.)**

This course introduces economics which focuses on the aggregate behavior of households, firms and the government. It focuses on supply, demand, business organization, income, social security, management-labor relations, taxation, money and banking, consumption, savings and investments. Economic development, globalization, and the role of international lending institutions will also be discussed.

No prerequisite.

**ECO 533      International Economics (3 Cr.)**

This course provides a broad overview of international trade theory, policy, and international finance. Topics covered are: global trade protectionism, gains from trade and their distribution; pre-determined trade barriers; the trade deficit; currency exchange rate war; and government intervention in foreign exchange markets.

No prerequisite.

**ECO 540      Climate Changes and Economy (3 Cr.)**

This course examines the science on climate change and its impacts and alarming prospects for global economics and politics. It presents the connection between human activity and the current warming trend which influence the potential social, economic and environmental consequences of climate change. Key concepts of climate-change including decision-making in the face of risk and uncertainty, and the management of global public goods will be covered.

Prerequisite – Permission from Instructor

**English****ENG 111      College English I (3 Cr.)**

This course incorporates reading, research and critical thinking of the college level student. It focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also includes introductory use of a variety of research skills.

No prerequisite.



## **ENG 112      College English II (3 Cr.)**

In this continuation of College English I, it enhances students' ability to read and think critically, to research and evaluate evidence competently, and to write clearly. Students will continue practice of expository writing in three genres of literature, including drama, poetry, and short fiction, and culminating in a research paper.

Prerequisite – ENG 111

## **ENG 113      Introduction to Speech (3 Cr.)**

This course introduces speaking skills, including the selection, preparation, and delivery of speeches for various audiences and situations. It also addresses particular issues associated with public speaking, such as listening skills, interpersonal, and public communication, audience analysis as well as self and peer evaluations.

No prerequisite.



## **Finance**

### **FIN 201              Introductory Finance (3 Cr.)**

This course provides an introduction to the basic concepts and principles of finance. It examines financial concepts and analytical techniques, capital structure, financial performance, short-term financial planning, time value of money, measurement of risk and return, capital budgeting. Value assets and businesses given forecasts of future cash flows will be covered.

No prerequisite.

### **FIN 301              Regulation of Capital Markets and Financial Institutions (3 Cr.)**

This course introduces the regulation of financial markets and the role that financial institutions. It examines important current issues in the regulation of the U.S. capital markets and potential future actions. It analyzes the financial disclosure requirements of non-financial corporations and the impact of these requirements on corporate policies.

Prerequisite – FIN 201



**FIN 333                      Financial Quantitative Methods (3 Cr.)**

This course covers statistical methods and mathematical models for forecasting future market movements. The objective of this course is to use economic theories and quantitative methods for investments that have wide applicability in business and financial decision making. It prepares students to develop the theoretical knowledge and practical skills required for successful working with multiple types of risks in modern financial markets

Prerequisite – FIN 201

**FIN 356                      Financial Capital (3 Cr.)**

This course discusses the available corporate securities that firms can use to finance investment. The different kind of securities covered include corporate and junk bonds, bank loans, common and preferred equity, commercial paper, securitization Topics include are the design of these securities, the issuing process for these securities, the underwriting process, the pricing of these securities and the cost of capital.

Prerequisite – FIN 201

**FIN 380                      Introduction to Entrepreneurship**

This course introduces the role of small business in contemporary society and how small business organization and management with an emphasis on the marketing mix. It provides exposure to the stresses of a start-up business, the uncertainties that exist, and the behavior of entrepreneurs. The route from consider legitimate ideas oriented towards the formation of an enterprise will be discussed.

Prerequisite – FIN 201

**FIN 411                      Investment (3 Cr.)**

This course provides empirical evidence when making investment decisions. It covers portfolio theory, equilibrium models of security, market efficiency, intrinsic value and risk, the empirical behavior of security prices, venture capital, performance evaluation and behavioral finance. Domestic and international financial markets will be discussed.

Prerequisite – FIN 201

**FIN 420                      Real Estate Finance (3 Cr.)**

This course covers investment and financing issues in real estate as well as real estate knowledge. It focuses on understanding, calculating, and analyzing potential cash flow, tax, and future benefits of real estate asset. It also emphasizes the entrepreneurial management style and risk analysis techniques used by successful investors and developers.

Prerequisite – FIN 201

**FIN 422      Corporate Finance (3 Cr.)**

This course provides the fundamental concepts, principles and approaches of corporate finance and practice of decision-making within the corporation. It covers the analytical skills for making corporate investment and financial decisions and risk analysis. Topics covered include the concepts of present value and the opportunity cost of capital, discounted cash flow analysis and other valuation techniques.

Prerequisite – FIN 201

**FIN 423      International Trade (3 Cr.)**

This course provides the characteristics of international financial markets and evaluates the risks and benefits involved in operating globally. It focuses international finance from both corporate and international banking viewpoints. It also covers pricing in the foreign currency, market efficiency in the international money markets, foreign currency options and international capital asset pricing.

Prerequisite – FIN 201

**FIN 500      Financial Management (3 Cr.)**

This course examines the general nature of financial management and focuses in corporate finance. It presents the necessary tools required to objectively approach and solve financial problems as well as enhances the understanding of basic financial theory and practices. It also discusses the topics such as capital budgeting, capital structure and working capital decisions.

No prerequisite.

**FIN 506      Financial Statement Analysis (3 Cr.)**

This course provides students with tools to analyze and exploit information in corporate financial statements. It helps students with understanding and analysis the corporate issues on financial reporting strategies effectively. It also covered include financial distress prediction, the impact of accounting information on security returns and the evaluation of short-term and long-term loan requests.

Prerequisite – FIN 500

**FIN 517      Financial Theory (3 Cr.)**

The course introduces the functions of public and private financial institutions. It focuses on classical ideas in finance, such as expected utility, risk aversion, mean - variance portfolio

analysis, separation theorem, state prices and risk neutral valuation, efficient market. It also provides specific technical knowledge of financial decision-making at these institutions.

Prerequisite – FIN 500

#### **FIN 534      Financial Institutions and Markets (3 Cr.)**

This course introduces the structure and functions of financial institutions and markets in the United States. It covers topics such as the money market and short-term money management; the equity and bond markets; financial assets and the primary market; and the difference between electronic and floor-based equity markets.

Prerequisite – FIN 500

#### **FIN 551      Portfolio Management (3 Cr.)**

This course provides an introduction to the tools needed to enter the field of professional money management. It covers the theory and practice of money management and analysis of the theory and practice involved when securities are combined into portfolios. Modern portfolio theory, such as market efficiency and behavioral finance will be included.

Prerequisite – FIN 500

#### **FIN 552      Investment Analysis and Management (3 Cr.)**

This course is a survey course of investments including corporate and government securities, real property and financial intermediaries. It examines investment policies, timing purchases and sales, types of securities, factors that influence pricing changes. The study of investment pricing techniques and of the institutional background will be covered.

Prerequisite – FIN 500

#### **FIN 562      Entrepreneurial Finance (3 Cr.)**

This course is designed to help entrepreneurs and financiers make better investment and financing decisions. It focuses on the financial aspects of the management of small business and entrepreneurial firms and analyzes principles of corporate finance, valuation, and coordination and control of firms, with an eye toward developing the tools and concepts of entrepreneurial financial management.

Prerequisite – FIN 500

**FIN 599      Finance Project (3 Cr.)**

The goal of this course is to make students acquainted with current problems in finance. It is designed to give students a survey of the current literature in the field of finance. It also provides a solid grounding in the financial key issues.

Prerequisite – Permission from Instructor

**History****HST 111      Early American History (3 Cr.)**

This course is the foundational American story from colonization through the Civil War and Reconstruction. It covers issues as race, war, gender construction, technology, and republicanism from different social and cultural points of view in the colonial, revolutionary and early national periods. Topics covered are environmental transformation, colonialism; immigration, economic development, slavery, ethnicity, practices of freedom and equality.

No prerequisite.

**HST 112      Islam and the Middle East (3 Cr.)**

This is a survey course of Middle Eastern history until the end of the twentieth century and the emergence of Islam in the region in the 7<sup>th</sup> century. It presents the encounters and exchanges between the Islamic world and the West. It focuses on the transformation of state and society under the impact of a changing world economy today.

No prerequisite.

**HST 213      History of Traditional East Asia (3 Cr.)**

This course introduces the constituent characteristics that originally linked East Asia as a region. It focuses on the development of the region from the mid-nineteenth century until the end of the twentieth century and the impact of the West and China in this region. Nationalism and industrialization of China, Japan and Korea will be covered.

No prerequisite.



## **Information Systems**

### **IFS 101      Information Systems Principles (3 Cr.)**

This course emphasizes the use of information technology to develop distinct the competitive potential for strategic use of information systems with competitors, customers and suppliers with respect to products and services. It also examines strategies of actual companies and identifies other strategies that can be deployed to gain competitive advantage.

No prerequisite.

### **IFS 220      Information Policy (3 Cr.)**

This course provides an introduction to the conceptual, institutional, historical, and legal foundations of contemporary information and communication policy. Current US Government policies in areas involved with information and information technology will be examined as well as the associated issues of ethical uses of information and of privacy considerations.

No prerequisite.

### **IFS 337      Principles of Decision Making (3 Cr.)**

This course is designed to make student a better decision maker with better decision-making skills by providing strategies for further improvement in the future. It covers decision making and problem solving processes in organizations, utilizing logical and creative problem solving techniques. It also presents formal, optimal models and psychological, descriptive models to help student understand decision making abilities.

Prerequisite – IFS 101

### **IFS 377      Data Mining (3 Cr.)**

This course covers data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data. It presents intelligent analysis of information stored in data sets that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques.

Prerequisite – IFS 101



**IFS 411          Cyber Security (3 Cr.)**

This course presents all functional levels within the enterprise to deliver information system security. It provides the technical and analytical skills to implement computer security. It covers topics such as technical, analytical, and communication skills, further engaging students in the practice of cybersecurity. It also focuses on multiple cybersecurity environments, technologies, processes, and concepts.

Prerequisite – IFS 101

**IFS 427          The Laws in Cyber Space (3 Cr.)**

This course covers the essentials of computer and network technologies and it explores specific problems in applying law to cyberspace. It explores the sources of Internet law from intellectual property to tort and the legal complexities. Topics such as intellectual property, privacy, content control and the bounds of jurisdiction will be covered.

Prerequisite – IFS 101

**IFS 435          Cyber Intelligence (3 Cr.)**

This course covers intelligence and how it relates to both the physical and cyber domains. It also presents the techniques of computational intelligence, especially evolutionary computation and neural networks and how it enhances human decision making and learning and the automation of computing processes. It also focuses on the development of human source intelligence as a discipline.

Prerequisite – IFS 101

**IFS 442          Software Engineering (3 Cr.)**

This course covers the nature of software and software projects, software development models, software process maturity and project planning. It presents the fundamental concepts and principles that underlie current and emerging methods, tools, and techniques for the cost-effective engineering of high-quality software systems.

Prerequisite – IFS 101

**IFS 500          Information Technology for Managers          (3 Cr.)**

This course presents an introduction to information systems and dominant supportive technologies. It explores necessary management actions to use of the best practices and methods such as: information systems architectures, software and hardware standards, database management systems, transaction processing, e-commerce, for improvement for already in place.

Prerequisite – Permission from Instructor



## **Legal Studies**

### **LAW 510     Law and Legal Reasoning     (3 Cr.)**

This course introduces the American legal system and the types of legal reasoning used by lawyers and judges. It covers the nature, function and application of the U.S. legal system as it applies to the modern business environment. It also examines the American legal system's role in the development and growth of business with an emphasis on ethics and business decision making.

Prerequisite – MGT 500



## **Mathematics**

### **MAT 103     College Algebra (3 Cr.)**

This course provides a solid foundation in algebraic operations such as linear, quadratic, polynomial, rational, inverse, exponential and logarithmic functions. It also covers topics as solve equations involving these functions, and systems of linear equations in two variables, as well as inequalities.

No prerequisite.

### **MAT 114     Mathematics for Computer Science (3 Cr.)**

This course is an introduction to the mathematics underlying computer science. It covers fundamental concepts and tools in discrete mathematics with emphasis on their applications to computer science. It covers topics like logic and Boolean circuits; sets, functions, finite automata, randomized algorithms, and analysis techniques.

No prerequisite.

### **MAT 231      Calculus (3 Cr.)**

This course is an introduction to calculus which examines polynomial, rational, exponential and trigonometric functions and their transformations. Those in integration include the area under a curve, definite and indefinite integrals, numerical integration, substitution and applications of integration. Topics include: limits, the rate of change of a function, derivatives of algebraic and trigonometric functions, applications of derivatives and integration.

Prerequisite – MAT 103



### **Management**

#### **MGT 201      Principles of Management (3 Cr.)**

This course focuses on the theory and fundamental concepts of management including planning, organization, leadership, and control. It presents the management role and its practices and techniques. Various dimensions of management, organizational structure and functions of managers, growth and re-engineering of business will be covered.

No prerequisite.

#### **MGT 300      Strategic Planning (3 Cr.)**

This course introduces basic concepts of strategic planning and management. It provides an overview and applications of strategic planning theories, methods, and group processes in different organizational environments. It helps organizations formulate a strategy on how to best achieve their goals and define an operational plan.

Prerequisite – MGT 201

#### **MGT 312      Human Resource Management (3 Cr.)**

This course presents essentials of human resources management principles and practices in business and industry. It analyzes the policies and practices used by human resource management staff to build and maintain an effective work force. Topics include human resource planning, labor relations, job analysis, manpower development, recruitment, selection, performance appraisal and compensation.

Prerequisite – MGT 201

**MGT 313      Teams, Groups and Leadership (3 Cr.)**

The course evaluates several leadership issues including power, authority and influence, team building and coalitions and ethics and values. It examines components that comprise teams, highlights key factors that influence team effectiveness, skills in diagnosing opportunities and threats that face teams. It also focuses on identifying and developing workplace leadership skills.

Prerequisite – MGT 201

**MGT 412      Managerial Psychology      (3 Cr.)**

This course focuses on interpersonal effectiveness about understanding and managing behavior in the work environment. It presents the theoretical background for practical tasks solving while working with diverse groups of people. It covers topics like ethics and confidentiality, assessment, crisis intervention, treatment planning, counseling, case management, record keeping and consultation.

Prerequisite – MGT 201

**MGT 450      International Management (3 Cr.)**

This course focuses on opportunities and challenges created by globalization and the management issues related to management in an international marketplace. It explores the opportunities and problems that confront international managers through complex and ever-changing global economic, political, legal, technological and cultural environment.

Prerequisite – MGT 201

**MGT 472      Operations Management      (3 Cr.)**

This course introduces the concepts, principles, problems, and practices of operations management by covering both service industries and manufacturing. It focuses on the designing, planning, organizing, operating and controlling of operating systems. It also covers managerial processes for effective operations in both goods-producing and service-rendering organization.

Prerequisite – MGT 201

**MGT 500      Principles of Management      (3 Cr.)**

This course presents fundamentals and concepts of management, administrative policies, objectives and procedures and problem of organization and leadership. It covers various concepts of management including management controls, operations management, and human resource management. It also provides various concepts required for an overall understanding of management's role in the contemporary organization.

Prerequisite – Permission from Instructor

**MGT 520      Human Resource Management (3 Cr.)**

This course presents the human resources function within today's organizations, such as an organization acquires, rewards, motivates, uses, and generally manages its people effectively. It explores the role managers play in the successful management of the organization's human resources. It emphasizes the employee-supervisor relationship and applications involved in effectively managing people in organizations.

Prerequisite – MGT 500

**MGT 522      Strategic Management      (3 Cr.)**

This course presents the strategic analyses, decisions and actions with the consideration of both the internal condition and the external environment. It examines management theory and practice through a framework involving strategic thinking and strategic planning. The context of strategy, leadership, managerial uses of structure and design and performance will be covered.

Prerequisite – MGT 500

**MGT 525      Organizational Behavior      (3 Cr.)**

This course covers the analysis and application of organizational theory, group dynamics and the integration of interdisciplinary concepts from the behavioral sciences. It focuses on individual behavior and impact of work teams in an organization. Topics include development, structure, leadership, decision making, power and conflict will be discussed.

Prerequisite – MGT 500

**MGT 531      Business Intelligence (3 Cr.)**

This course provides an introduction to business intelligence, including the processes, infrastructure, methodologies and current practices used to transform business data into useful information and support business decision-making. It focuses on the features, uses, and design strategies for IT-enabled managerial decision support.

Prerequisite – MGT 500

**MGT 544      Managerial Psychology (3 Cr.)**

This course presents the theoretical, methodological and practical areas of managerial psychology and sociology. It covers the importance issues of leadership and what makes someone a successful leader. It addresses the behaviors and their influences on managerial thinking and business decisions. The difference between leadership and management will be discussed.

Prerequisite – MGT 500





## **Marketing**

### **MKT 201     Marketing Principles (3 Cr.)**

This course presents the business functions of marketing – marketing mix, segmentation, targeting, positioning, customer value, branding and services. It focuses on the principles and problems of the marketing of goods and the methods of distribution from producer or manufacturer to the consumer. Market planning, market research and competitive analysis will be covered.

No prerequisite.

### **MKT 307     Contemporary Globalization (3 Cr.)**

This course focuses on the ideas, theories and issues about the understanding of contemporary globalization. It analyzes economic globalization in a historical perspective and the arguments of both its critics and advocates. It also covers the nature of globalization in relation to the emergence of a global economy, global cultures, politics and environmental issues.

Prerequisite – MKT 201

### **MKT 377     E-Commerce (3 Cr.)**

This course introduces the realities and implications of e-commerce from a marketer's perspective. It presents the ways in which an enterprise can become technically and operationally proficient in e-commerce. It also presents concepts and skills for the strategic use of e-commerce and related information system technologies.

Prerequisite – MKT 201

### **MKT 510     Electronic Commerce Strategy (3 Cr.)**

This course refers to corporations that have adopted e-commerce practices and designs. It explores of the basic notions of changes in technology and business models looking at internal as well as external factors. It also examines the digital economy and its impact on commerce by focusing on the operation within a business ecology framework.

Prerequisite – Permission from Instructor



## **Philosophy**

### **PHI 201 Introduction to Western Philosophy (3 Cr.)**

This course provides an overview of the history of western philosophy from its beginnings among the ancient Greeks through the 14th century. Particular emphasis is given to Plato, Aristotle, Augustine, and Thomas Aquinas. It is a survey course of several major areas of Western philosophy: metaphysics and epistemology, ethics, philosophy of mind, philosophy of language, philosophy of religion, and philosophy of science.

No prerequisite.

### **PHI 301 Logic (3 Cr.)**

This course covers some basic rules, concepts, and skills of logic. It focuses on the symbolic logic, sentential and predicate logic. It also presents the evaluation of arguments, the basic principles of formal logic, and the evaluation of arguments. Special emphasis will be placed upon the logical appraisal of everyday arguments and the analysis of value arguments.

No prerequisite.

### **PHI 302 Ethics (3 Cr.)**

This course introduces to philosophical ethics and ethical theory about the nature of morality. It covers the fundamental questions related to human conduct and the basis of moral rightness and moral wrongness. It presents an evaluation of classical and contemporary ethical theories concerning the good life, human conduct in society, morals, and standards of value.

No prerequisite.



## **Political Science**

### **POL 120 American Political Thought (3 Cr.)**

This course is an introduction to American political institutions and behavior. It is a study of governmental politics, functions, and programs. It introduces the primary intellectual traditions and key political questions that have motivated and shaped American political thought. It also covers the public opinion, political culture, parties, and elections of the United States.

No prerequisite.

### **POL 130 Climate Changes and International Politics (3 Cr.)**

This course introduces the complex political phenomenon as climate change in decision-making in international society. It explores the difficulty to build collective action at the global level. It discusses possible avenues forward and the sources and impacts of climate change at international policies. It also covers the world's effort to effectively meet the prospect of catastrophic climate change.

No prerequisite.



## **Natural Sciences**

### **SCI 124 Introduction to Chemistry (3 Cr.)**

A study of the fundamental principles of chemistry emphasizing modern atomic theory, the structure and behavior of atoms, the properties and states of matter, energy relations, periodicity and mole concepts. Topics includes the concept of energy and its uses, gas laws, kinetic molecular theory, laws of chemical combination, atomic and molecular structure, periodic classification of the elements, and chemical bonding.

No prerequisite.

### **SCI 134 Introduction to Biology (3 Cr.)**

This course introduces to basic principles of biology in the areas of cell biology, genetics, development, vertebrate physiology, ecology and evolution. Functions of cellular organelles, including protein synthesis, genetics, cellular respiration, and cell reproduction will be emphasized. Topics include chemistry of living organisms, cell structure and function, energy and